Home and Community as Vacation Assets

J. W. Faust

THIS summer many of us may be like the business man who had an hour's commuting to do before he got to the office in the morning and another hour's commuting before he got home at night.

"So you aren't going away for your vacation this year?" a friend remarked.

"No," said the commuter, "I'm going to stay home and see how the place really looks by daylight."

This is probably a year when a great many parents and children will get a chance to explore the recreational possibilities of their home town by daylight. Perhaps some of them will find what I know to be true—that a real vacation for all the family is possible without going a day's journey. I am reminded of the story of the man who, having sought fortune around the world, finally came back home, empty-handed, to find what he sought on his own doorstep. Of course nobody seems to be finding fortunes in money anywhere these days; instead many of us are trying to keep the wolf from the door. But we may be able to dig up a good vacation right at home.

Let us begin by analyzing what a child's vacation is and what it is for. Vacation is more than a period for rebuilding physical forces and acquiring a healthy tan and stronger muscles. A boy or girl most truly learns *to live* in his leisure. It is a time for musing, for discovery, for testing one's powers against the world of nature and against one's fellows, for acquiring skills and finding one's place in the social scheme. Free of many of the usual restrictions, boys and girls build personality and character. But in order to build them, they must be happily occupied with work and play that test their ingenuity and offer an outlet for their restless energies.

The responsibility of parents and of the community thus increases when the schools close. In this complex modern age there is a growing problem of keeping boys and girls safely and happily occupied during their free time. As long as children are small and are satisfied with simple activities at home, this is comparatively easy. The question "How and where shall they play?" really challenges parents when sons and daughters reach early adolescence. It is just as true of Johnny at fourteen as at four that "the busy child is the happy child"—and even truer that he requires absorbing play interests which arise from within himself, rather than mere amusement from the outside. For this is a time of transition from the play of childhood to recreation that will last through college and adult life. It is a critical period in the formation of habits for the use of leisure. It is also the age of adventuring and of "know it all." Parents realize that any impression of bossing these young adolescents, especially of telling them what to do and not to do with their precious free time, might be fatal. What we can do is to provide opportunities for the right sort of activity, first at home, then in the neighborhood or community.

Recreation begins at home. Though we often hear that the modern home is just an "American plan hotel," useful for eating and sleeping, the present widespread interest in home games and backyard playgrounds gives striking evidence to the contrary. It takes time and effort and the right spirit to work out a successful home recreation program. But when this spirit of play has been captured, what buoyancy it gives to family life, even to work shared together! Someone has devised the slogan, "The family that plays together, stays together." There is no better way to build understanding and sympathy between parents and children than through playing together.

Though dad and mother only watch the fun from the yard bench or the porch, a unity of interest is felt. But many parents find that family activities

combine outdoor exercise with the pleasure of really knowing their children. In other words, if you want to have the best time, father and mother should enter into the fun, and much of it should take the form of family parties. In fact, I would suggest that you begin by making a date on one night of each week for the whole family to do things together. Whether you play games, or whether you make things at the work bench to beautify the home, or go out to a concert together, or put on little plays, or have a backyard picnic, or story telling in the evening around the fireplace—the point is that the family is *doing something together.* There are hundreds of families all across the country doing this same thing every week and I have a strong suspicion that mothers and fathers are having as much fun as the boys and girls.

Home-made Playgrounds

THIS may be the time to develop a backyard playground, provided you have the space for it. Even a small yard permits use of simple equipment. Where a choice has to be made among a number of possible features, the most important are a sand box, swing, see-saw, and slide. These pieces may be purchased in most up-to-date department, athletic, or hardware stores; or they may be made at home, excepting the slide which is too difficult for any but the most skilled carpenter. The building of this apparatus may be a family project, if father is at all handy with tools and the boys are big enough to assist him. The side of the garage may be utilized for handball and basketball. If you have a two-car garage and only one automobile, part of the extra space may be used as a play house for the girl or a carpenter shop for the boy. The whole family may enjoy such backyard games as paddle tennis, deck tennis, and badminton. The possibilities in home music, a family orchestra, story telling with the children, and home dramatics are numerous, and their success depends solely upon the ingenuity and energy of the family.

Some families have torn down the fences between their backyards to make one large playground, each family sharing in the cost of equipping the ground. A gay rivalry between the various clans makes the games more fun. Home playgrounds can enrich neighborhood life as well as strengthen family ties.

In all of these activities—from equipping a backyard playground to organizing a neighborhood orchestra—the National Recreation Association can be of assistance to you. Write to the offices at 315 Fourth Avenue, New York, enclosing a stamped, self-addressed envelope.

But many families live in apartments; and, except in the few garden apartments which do have space, they cannot enjoy the thrills of a backyard playground. Though this is a real deprivation, it does not mean even for them that vacation at home must be barren and uneventful. Indeed, in some respects their opportunities are richer than those of more remote communities. At least, the city offers many compensations to those who undertake to explore it.

No summer is complete without adventure. Sometimes an adventure happens unexpectedly, but more often it is an unusual thing that you plan to do, and a great deal of its fun depends upon your imagination or capacity for make-believe. The possibilities for such adventures in the city are almost endless. To begin with, remember that, according to doctors and mental hygiene experts, the essence of a vacation is *change.* If you cannot go to the mountains or the shore, you can at least get acquainted with those parts of your city which you have never before investigated, and you can change your daily routine.

Within a Day's Journey

HOW much of the world can you explore within range of home? This opportunity varies as the foreign populations of the community vary. In that most cosmopolitan of all islands, Manhattan, the boys and I have visited China, Russia, Palestine, France, and Italy. We have talked with the natives of these countries. We have learned how they live in their homeland. We have seen the various things that they make with their hands, and we know what their clothing is made of, and the things they like to eat. We haven't been prying; we have just paid neighborly visits, since we cannot visit their countries. Later, of course, we just had to go to the public library to read up about these new acquaintances. The public library itself could plan a reading trip for you through almost any country in the world if you would only ask them. Another real part of this worldwide exploration at home may be carried on in the museums devoted to art, natural history, industry and science, and history, both local and worldwide. And don't forget how much the zoo and aquarium can teach you about "foreign parts."

As another promising field of exploration, how much do you know about the organizations that

make your town a safe place to live? Most boys and girls are interested in "what makes the wheels go round," finding out what makes things run smoothly. Have you ever visited the fire department to find out how it is organized, how they handle the alarms and fires and what the different kinds of apparatus are used for? We spent a whole afternoon in this way last summer and had a grand time. Another time we went to the police department. We were not interested in arrests and punishments, but we were interested in the patrol system which watches over our homes, and the police call system which enables us to have help in times of trouble, and in the great traffic system which makes travel on our streets safe. There's a world of interesting fun in doing this sort of thing.

Nor need we stay strictly within the city limits, for modern transportation—especially the bus and the family car—makes trips to the country increasingly accessible. I remember one trip we took through a great dairy farm to see where milk comes from and all the different processes that are back of its appearance, fresh and clean, upon our tables. In trips to the woods, remember that the best place to leave the wild flowers is in the woods so that you may enjoy them next year. You can have beautiful records of wood-trips by collecting leaves, ferns, and grasses, and making large blue prints of them on a printing frame. Then you can make a collection of rocks, minerals, and fossils showing the forms of animals and plants that lived millions of years ago. It's great fun to make a list of the birds you see to read up on when you come home. There are also endless possibilities of family picnics by car, train, or boat to points of historical, as well as natural, interest.

Expanding the Horizon

THOUGH family play may be the nucleus of vacation activities, parents must realize that it will not fill all the needs of the older boy and girl. They need more space for their games than the average home backyard can supply, and they also need more play with children of their own age than the ordinary family group affords.

A California city several years ago took a survey among five hundred and thirty-one high school boys and girls, to determine their probable use of vacation time. The picture thus revealed proved a challenge to clubs and community groups to outline an immediate program offering more opportunities for wholesome recreation. The time these young people expected to give to theatre-going and dancing at commercial halls, for instance, proved out of proportion to the time they expected to spend at swimming and tennis. Enlightening also was the confusion among one-third of the group because they expected to have an average of four and a half hours of idle time on their hands every day, six days a week.

Where Children Can "Belong"

BOYS and girls in the early teens want to be a member of a gang or club. Properly directed, this urge to "belong" can develop the finest qualities of loyalty and citizenship. A new society of youth is forming in these safety zones for play. The modern playground is a busy junior republic, where boys and girls are learning good sportsmanship and the joy of accomplishment.

If there is a public playground in your neighborhood, see that your boy or girl attends it regularly, provided the ground is under trained and experienced leadership. Standards for play leaders are higher every year. Children, especially in their early teens, are hero worshippers and should have leaders they can follow with respect.

And if your town has no playgrounds, why not set to work to get them? Often a parents' group, women's club, men's luncheon club, or neighborhood association has started the ball which rolled toward community recreation. A simple project like cleaning up the local "swimmin' hole" for safe sport will be a good start. Let the boys and girls help.

In one town all the work on a neighborhood tennis court was done by adolescent boys. "It took ten days of concentrated effort," writes the Parent-Teacher Association chairman. "A fence had to be removed, an outhouse torn down, a tree dug out by the roots, and potato ridges leveled. Each member of our 'Tennis Twenty' earned the money for his own racquet. Backstops and a net were secured through a neighborhood carnival, planned and executed entirely by the youngsters."

Parents are today looking beyond the immediate vacation needs of their own children and are helping to provide all the children in their community with opportunities for joyous and expressive living. But they must not neglect having the whole family play together at least part of the time. The family with no play traditions is like a dead tennis ball—it looks well rounded but it has no bounce and no come-back.

Summer Needs and Opportunities

IN THE century since we began to take for granted free public schools for all the children, there has been a tremendous expansion of school facilities and activities and a remarkable enrichment and improvement of school services. But these very improvements and expansions have made the *summer vacation* a more and more serious problem. It lets down millions of boys and girls to unhappy idleness and neglect, exposed to a variety of injuries from within and without.

How did the traditionally prized vacation come to be a problem? This period of freedom derives apparently from the days when a spell of schooling could be conveniently placed in the idle winter months, which largely interfered with work on the farm. The old-world traditions of the pioneers on the westward moving frontiers, together with their relative isolation, placed a premium on the school as a place where the arts of learning and the elements of culture could be conveniently transmitted to children.

The school season was short for two reasons. First, the necessary work of the farm and household commanded the time of all, including even the young children; and second, the felt need for schooling was less than it generally is today. It was at any rate impossible for purely economic reasons to provide more than the rudiments for most children, and not so much as that for all. Three lines of development have in effect reversed the situation from the time when winter was the off-season to the present time of barren summers.

First, Urbanization — The rapid technological changes moved the population steadily into the towns and cities. Here the cycle of seasons is less closely related to the basic and necessary activities of home and community. Moreover, there is here less pressure to have the children help with these activities.

Second, Economic Gains—The material enrichment which accompanied industrial developments made it possible to release children more and more from "regular work." At the same time the changes in the character of work, on the farm as well as in the cities, made the employment of children less and less feasible and desirable.

Third, Cultural Demands—The cultural gains which accompanied the industrial and economic changes made schooling appear not only more and more desirable, but even necessary.

Through the interaction of these various movements the children's calendar has gradually been reversed: from being something to do during the interval when important work could not be carried on, attending school has come to be their main task. Summer, once the period of greatest activity, has come to be the "vacation" in which children have been obliged increasingly to shift for themselves.

It is difficult to find figures that give any but the vaguest idea of the extent to which the children of the country have been reached by various social organizations. Information has been compiled from the available reports of organizations dealing with youth from twelve to eighteen years of age. The figures emphasize the inadequacy of recreational opportunities for the younger school children, who are generally less well provided for than the older ones. For the ages from twelve to eighteen years, the percentages of boys and girls reached by eight of the principal social agencies are respectively 19.4 and 12.3. But there is a great variation from state to state and from region to region.

One further consideration stresses the unsatisfactory conditions in clearer outlines. This is the dearth of developmental opportunities for children in rural areas. Somewhere near one-half the nation's children live in rural communities, that is, in the open country or in communities of 2,500 or less. The isolation of the families, their limited appreciation of the values of recreation, their lack of financial means to furnish facilities and direction, and the lack of leadership are the chief obstacles to the development of summer projects. Yet the meagerness of social contacts makes the need for such activities even more urgent than in urban communities.

In his study of *Village Communities,* Brunner says, "For all the young people in vacation time there

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was 'nothing doing' in the average village—nothing that is, except criticism. For the older people in villages were convinced that the youth were neither what they used to be nor what they ought to be."

For the development of his character and for the integration of his social behavior, the child seems to need an opportunity to take part in community activities that are varied and yet essentially unified in their social aims. But in many cases the individual is obliged to fit into one regimen today and another tomorrow, to get along in school under one discipline and to "get by" in another organized group with different assumptions as to virtue or proper behavior. Such conflicting demands are not conducive to the formation of significant social loyalties, civic understanding, or personal integrity. The greater the number of agencies acting upon the same individual, the greater the difficulty in the child's development. At present there are few forces at work to bring into effective harmony, to say nothing of unity, the basic assumptions and aims of a multitude of agencies attempting to influence the child.

We have assumed that the homes had in common the purpose of furthering the welfare of children. But with the diversity of backgrounds represented by the population in the typical American community, we have had to depend chiefly upon the school to unify the outlooks and purposes essential to the common welfare. The effect of segregating a variety of social and recreational activities, with the resulting competition in worthy undertakings, is to inculcate divergent philosophies of life and cultural patterns that interfere with cooperative social behavior.

It is obvious that our social and cultural changes have increasingly excluded children from educational participation in the fundamental processes by which people produce or procure the essentials of life. It is equally obvious that such constructive experiences are urgently needed, both for developing the child and his personal resources, and for socializing and disciplining him as a member of the group. The summer vacation may not be longer ignored as a mere blank in the community's official concern with children.

Vacation Programs of Various Organizations

ALL sorts of organizations, both national and local, offer a variety of summer programs for boys and girls. The brief descriptions which follow include community groups, national associations serving young people, and private camps.*

National Recreation Association

LOOKING ahead to the summer period parents find a considerable number of needs in the lives of their children which the vacation experience may serve. Among them are:

Physical upbuilding, that the children may have the stamina to resist disease during the winter.

Balanced development of the body.

Change from the routine of school and home, relieving tensions and giving perspective on home and family relationships.

Contact with nature—and with birds, animals, plants, and minerals—in the open country of woods, mountains, lakes, streams, and ocean, for the sake of physical, intellectual, and emotional growth.

Something challenging to do, bringing growth in skills and self-expression and the building of self-confidence and initiative.

The socializing value of group activity through sport, games, scouting, camps, or club.

Physical safety and a healthful environment with competent medical care available.

Work experience.

Experience in community service.

For older boys and girls, opportunity to learn something about the problems of society.

Given a desire to have the summer vacation meet such needs, parents will wish to confront each succeeding summer afresh with a new appraisal of the emotional, physical, intellectual, and social status of each of their children and with a clear conception

* The Child Study Association maintains an informal information service, through which the staff will consult with Association members interested in making the most of the summer for their children. Information regarding membership may be secured from Association Headquarters, 221 West 57th Street, New York.

of what the available resources for vacation offer. Hoping that summer activities will complement the training in school, parents will try to analyze what the child needs most at the existing stage of his development. Only the well-to-do, of course, can fully carry out their wishes for the child's vacation. Most of us must make the best of limited funds and limited resources, while impoverished families must depend on what is free and near at hand in their own neighborhoods and communities.

It by no means follows that a child should have the same activities summer after summer, or that all children should receive the same prescription for vacation fun. A child may need a good long camp or farm experience. Perhaps one of the best things for him would be to go on an extended tramp with his father for ten days or two weeks, cementing their relationship in a way not possible at home. Perhaps the child's time should be divided between camp and being with his parents on vacation or at home.

Does the youngster need to learn how to use his hands in working with materials? Is he deficient in his relations to other children, requiring further experience as a member of a group? Is he beginning to show prejudice toward children of a different color, different national origin or religious creed? Whatever his need, what kind of an environment can be found that will help to meet it?

Every parent must try to work out what is in effect a complex puzzle made up of the child's needs, the existing resources of camps, playgrounds, play camps, farms, the seashore cottage, and so on, and the family's means. Too often, I think, we are concerned with keeping our children wholly sheltered from other children whom we consider of a lower cultural level. Should we not try to strike a balance between protecting our children from different standards and backgrounds and the extreme of overexposing them to bad influences? Certainly the child who is too much sheltered is badly prepared for life, just as is the one who has been thrown at an immature age into degrading associations.

The underlying purpose of the summer's experience should be the growth of a maturing conception of what is a good time. Intelligent and mature recreation is self-expression on steadily rising levels of achievement—in skills, in understanding of nature, in capacity for self-entertainment and imaginative reflection, in physical play and good health habits, and in social cooperation.

In the light of such ideals, let us consider what public recreation offers. First, a word about the National Recreation Association. The Association exists to help communities and agencies develop and enrich their services in the interests of play and recreation. The work of the Association is year-round. The departments most directly related to summer activities in public recreation are the field department, of which Charles E. Reed is director, and the correspondence and consultation service which is under the charge of Mary Breen. The latter department answers inquiries of all kinds related to play and recreation.

The Association itself administers no activities other than a professional school in New York City. Affiliated with it, however, are nearly three hundred municipal and private community recreation agencies, including chiefly park departments or commissions, recreation departments or commissions, and boards of education which administer recreation activities. Also affiliated are seven hundred or more other agencies which conduct summer recreational activities only.

Approximately five million children under seventeen regularly use the summer public playgrounds, according to a recent calculation of the Association. The same study shows, however, that ten million urban children are unserved.

The age groupings for the administration of activities on summer playgrounds are usually as follows: 1-5, 6-8, 9-11, 12-14, and 15-17. These divisions are flexible and vary slightly from city to city. Most modern playgrounds have separate areas for boys and girls. There are also separate shelter spaces for children up to six who in a few cities have special full time leaders in charge. Most playground systems utilize the help of children of high school age as unpaid assistants. The number of workers on the paid staff on individual playgrounds ranges from one to four.

A public recreation system provides the following types of areas: small children's playlots, neighborhood playgrounds, playfields, athletic fields, neighborhood parks, large in-town parks, and outlying parks or reservations. The facilities within these areas include play apparatus, sand boxes, wading pools, ball diamonds, tennis and other types of courts, field houses, picnic areas, swimming pools, bathing beaches, golf courses, and camp sites. In many cities the gymnasiums, auditoriums, and classrooms of the public schools are available for recreation. In a relatively small number of cities and

towns there are also community houses serving large numbers of children.

Originally devoted largely to physical recreation, public playgrounds and recreation centers now offer a diversified program of active and quiet games, handcraft projects in wood, metals, leather, and other mediums, painting and sketching, music ranging from harmonica bands to orchestras and choral groups, puppetry, plays, story-telling, pageants, dancing of all kinds, hiking, nature study, organized summer camps, day camps, athletics, and water sports. A wide variety of subjects are taught in classes. In numerous cities service is given to families in the construction of backyard playgrounds and in planning home play.

It is of course true that some cities are deficient with respect to the variety of activities offered. Individual playgrounds and recreation centers in the schools vary somewhat in accordance with the tastes and needs of their respective neighborhoods. Generally speaking programs of physical recreation are most highly developed.

The modern playground is well fenced; its apparatus is selected for safety as well as interest; it is laid out with forethought for matters of safety; and its leaders are trained in safety education. As substitutes for the chores that were common on the farm and are still available to many small town boys and girls, are the numerous handcraft activities which are universal on public playgrounds. These activities are helping millions of boys and girls to learn the use of their hands in worth while things.

The playgrounds and recreation centers are as democratic as any grouping one is likely to find in presentday recreation activity. Like the schools or Boy Scout troops, they reflect the cultural level of the neighborhood where they are located. But like the school they are also inclusive and cut across all classes in society, and are democratic in that they are tax supported and do not represent the charitable efforts of one group of the community in behalf of another group.

The principal problem in public recreation today, and one that has affected its summer activities as well as its winter program, is the curtailment of leadership due to decreased appropriations. A number of cities have been compelled to release workers who enriched their program in drama, music, and other arts. In other cities the less patronized playgrounds have been discontinued. In a number of communities public recreation has failed to develop in personnel and program because of control by a low order of politics. Furthermore, workers have taken on a heavy additional load of responsibility because of the greatly increased attendance at all public recreation centers during the depression. The loss of personnel has been largely met, and in some places more than met, by the addition of leaders employed under emergency relief appropriations. Very many of these supplementary workers have been found to be highly competent after periods of intensive training.

Considering the low average income of the great bulk of American families, it is very plain that these families cannot send their children to the mountains, the seashore, the country, and other distant places for vacation. Their children must find their vacation experiences very largely in the communities and neighborhoods where they live. The public parks and playgrounds are the chief recourse of millions and will continue so to serve to an increasing degree. They have much to offer for constructive vacations. However, in the face of present conditions it is imperative that the problems confronted by their supervisors should receive the careful attention of all citizens—especially those who are parents—and that they should have the continuous support of everyone interested in training for good citizenship through recreation. WEAVER W. PANGBURN

Recreation Camps for Urban Children Westchester County, New York

THE Westchester County Recreation Camps will open for their eleventh season early in July, staffed by a group of experienced counselors working in close cooperation with the county's Recreation Commission, the sponsors of the project since it was established. Again this year, as in the past, a total of more than six hundred boys and girls from various parts of Westchester will be accommodated at minimum cost during vacation periods ranging from two to eight weeks.

Although emphasis is placed on educational and character building opportunities for the campers, the first impression of the camp would not seem to bear this out. To the visitor, life at the little colony along the wooded banks of the Hudson at Croton presents a quiet and leisurely aspect. Except for swimming periods and meal-times, there is no routine program. In casual groups under the trees, girls dance in a

ring, or offer criticism to one of their playmates painting her first picture, or confer earnestly among themselves on plans for a play of their own writing and costuming. The free expression of each child is encouraged as a factor in character development, with gratifying results to the young people's parents.

Results are visible in the contentment and liveliness of the group in both the Boys' Camp and the Girls' Camp. More tangible results may be seen in the things these campers produce. Out of the humming industry of the boys' workshop come bird houses, pocketbooks, little frying pans suitable for pioneer camping, and toy boats. Pottery fashioned from native clay and scarves woven on their own hand-made looms attest to the inventiveness of the girls. Nature study seems to provide the keenest interest for many children who set up laboratories in ponds where unsuspecting aquatic insects are scrutinized in their native habitat. The science-minded also explore the environs for rare plant life; but instead of collecting specimens, they label their finds after identifying them, and study them on the spot in order to understand the laws of nature.

For the less inquisitive, there are informal games of volley-ball and baseball in the wide fields beyond the cabins. Such divergent hobbies as poetry writing and vegetable gardening have been the source of a new enjoyment for many children. Even the gentle sport of sitting under a tree and watching the clouds roll by is not unknown.

The cooperation of the Westchester County Children's Association, a factor in the successful conducting of the Recreation Camps in the past, will be more in evidence this summer than ever before. The quality of the work at the camps has attracted the attention of educators and camp directors from different parts of the country. This summer's plans include the establishment of a training course for camp leaders, for which university credit will be granted. Full information relating to registration may be obtained to writing to the Westchester County Recreation Commission, County Office Building, White Plains, N. Y. E. Dana Caulkins

A County Park System—Union County, New Jersey

Before describing children's summer activities in the Union County Park System of New Jersey, it seems necessary to explain that such activities are only a part of the recreational program in the park system. Activities for adults equal in number and appeal those for children; and the activities for both children and adults are not confined to the summer months but are continued throughout the year.

Of the accumulated attendance, totaling several millions each year, in the Union County Park System, probably half is made up of children. But no attempt is made to keep a separate record of child and adult attendance except in the playgrounds. These areas have an accumulated attendance each summer of nearly half a million children.

Many families in Union County—rather, let us say, most families—cannot very well afford to spend the entire summer at the seashore or in the mountains, or to send their children to summer camps. The parents in this large group are yearly discovering increased opportunities in the parks for their children's enjoyment during vacation time. The free activities available to children in the parks are more varied than can be found at most summer resorts and a small amount of planning by parents can provide an exciting and interesting vacation for their children in these outdoor areas.

Two modern concrete swimming pools, one at John Russell Wheeler Park in Linden and the other at Rahway River Park in Rahway, offer children under fourteen opportunity for free swimming on weekdays. A white sand beach adjoining each pool enables the youngsters to frolic in the sand when tired of the water. At both of the pools free class instruction in swimming and individual instruction in junior life-saving is offered by competent instructors. Many of the children quickly learn to swim; several children who have learned to swim in these classes have, later in the same season, won first or second place in the annual swimming meets sponsored by the park commission. Quite a few youngsters pass the American Red Cross junior life-saving tests.

Boy Scout and Girl Scout cabins offer the pleasure of a low-cost camping trip in comfortable quarters to the many children in these organizations.

Through the cooperation of various civic agencies, a summer program is conducted for physically handicapped children from the city of Elizabeth. This program is in the nature of weekly outings in the parks, under competent supervision, where games of various types are conducted.

No coaxing or persuasion is needed to convince

most youngsters that fishing in the park lakes and streams is a healthful and enjoyable pastime. On any clear day, and on many not so clear, one can find dozens of youngsters along the banks of these lakes and streams fishing tirelessly throughout the day.

More than a hundred areas for picknicking, with stone fireplaces, benches, and tables, are included in the park system. Hundreds of church and Sunday school groups, many organizations, and thousands of family groups avail themselves of the use of these areas for all-day outings. The enthusiasm of the children in the various groups is boundless. A record of permits issued shows that many family groups have at least one meal in the open every week of the summer.

The fifteen park playgrounds are conveniently located throughout the county. The need of children in all metropolitan areas is safe play, and play on city streets is anything but safe. The play areas in all the Union County parks have been located so that the minimum number of automobile roads need to be crossed to reach them.

Another need has been for better leadership to assure a well rounded program of activities. The possibility of being able to engage in a variety of activities for days on end holds an appeal for youngsters. This need has been ably met in the parks. At each playground experienced leaders arrange special activities daily, including pet shows, boat sailing, marbles, horseshoes, quoits, ping pong, hand tennis, story telling, musicales, doll parades, etc.

The program of summer activities should have as its ultimate goal the healthy all-round development of children. Constructive interests which carry children on from day to day will materially lessen or entirely eliminate the undesirable "gang," which is today a dangerous focal point of juvenile delinquency. Group play which teaches a child to mingle and mix with other children easily and readily is one of the recognized forms of character building.

F. S. Mathewson

Community Playgrounds—Millburn, New Jersey

Playgrounds are safe grounds. Since the automobile has come to rule the street, the playground has taken its place as a haven of safety for children. On the playground, with its fence and under careful leadership of a trained worker, children are free from danger. The National Safety Council has discovered that most children are killed or injured in streets near their own homes. Therefore, we need more playgrounds in residential districts.

Play builds health. A child needs four or five hours of outdoor play each day. Exercise for an adult keeps his body in condition; for a child it does much more. It keeps him fit and provides for growth and development.

Play builds character. Play reaches the inmost emotions of a child's nature. It involves total enlistment of his interests and powers. He is most himself when he plays. Herein is the remarkable opportunity of the playground leader, for emotions are the generative force, the well-springs of all behavior. In the activity of the game are situations involving rivalry, risk, sense of fairness, self-assertion, cooperation, sacrifice, and loyalty. On these foundations a leader can help the child build sound character and good citizenship. And, viewed negatively, there is the abundant testimony from judges, police chiefs, social workers, and probation officers to the power of the playground in preventing juvenile delinquency. The child wants activity, any kind—stealing fruit from the corner grocery store or stealing second base. We have boys' and girls' teams in our recreation leagues, through which we are reaching a more favored economic group. In many of these homes there is sectional prejudice, especially against the Italian-American children. By bringing these children together in play groups, we are breaking down some of these prejudices.

Play builds happiness. Every right-minded citizen wants the children of Millburn to be healthy, safe, and "good," and he wants them to be happy. Taylor Park is a place of happiness for hundreds of Millburn youngsters. Some go in for vigorous games and athletics, others are wading or swimming; still others are swinging, playing in the sand, and sliding, or making kites, lanterns, sailboats, or engaging in wood carving and dramatics. The program is planned to be many-sided so that both the shy and the aggressive child will be drawn out and developed. In such satisfying activities, the child finds happiness.

Why do we need public playgrounds? Most homes, despite the high value of building lots, still have backyards large enough for the play of children up to six. In every growing city, however, adequate space for the common American games, such as base-

ball, soccer, and basketball, is steadily disappearing.

Towns and cities grow up and become set before people realize the necessity of planning. Many of our older cities are so definitely set that it will probably take centuries to effect changes, and probably some desirable changes will never come. In New York City, for instance, the City Board of Estimate recently made an appropriation of thirty millions to extend the playgrounds of the five boroughs, and four months later appropriated an additional twenty millions to extend the playground system. Newark, New Jersey, has no places available for playground sites, and just recently had to tear down whole blocks of buildings in order to get them. Boston spent $350,000 for a little piece of land for children to play on. Some excuse can be made for cities which in the past did not make ample provision for play space, because no one yet realized the need. No excuse can be given for continuing, as most cities do, to make the same mistake. JOHN F. FOX

Summer Play Schools—Child Study Association

DURING the past eighteen years the Summer Play Schools Committee of the Child Study Association has been developing a program for the all-day care for city-bound children in the summer. The first play school was organized at the time of the World War as an emergency measure for the supervision of children whose parents were away from home during the day. It was set up in a large settlement house in a very congested neighborhood in New York. The children selected by the house staff were cared for from nine to half past four on weekdays; a hot lunch was served at noon; provision was made for daily rest and shower periods; and a number of activities were conducted that aroused the interest of all who came.

As the years went by, an increasing number of these centers were organized, not only in New York but in other communities as well. The program, which was at first mainly recreational, has developed through the years into one with significant educational implications.

The luncheon period has, for instance, become an educative project, which includes learning about food preparation, learning to eat new foods, and making the meal more enjoyable by observing the social amenities of gracious manners and pleasant conversation. So also, the rest period now also includes not only physical relaxation but also some interpretation of the value of rest in the day's routine. Activities are thoughtfully planned around a center of interest or a unit of study so that much of the music, handcraft, and expression, both oral and written, have a real meaning for the child in terms of his experience and environment. The out-of-doors is used whenever and wherever possible, and frequent neighborhood trips play a vital part in enriching the child's awareness of his community. The program is not an end in itself, but rather a means toward the growth and development of the whole child.

Throughout the day the health of the child is considered; and while there is no direct health-teaching as such, every part of the program is planned to promote health. Many health measures are assimilated by the children in their day to day living.

Emotional, as well as physical, health is an integral part of the plan, though again it is not stressed as an isolated objective. The play school groups are small enough (not over twenty-five boys and girls in one group) to give the teacher ample opportunity really to know the children as people with individual differences. The director and the home visitor of the school are available to give the teacher such background history as is of value toward a better understanding of each child, and every effort is made toward giving the teacher an awareness of the fact that she is teaching children not units of study.

In order to vitalize the play school program in terms of the home, each summer play school organizes its parents into study groups. Under the leadership of a member of the staff, meetings with these parents are held at regular intervals throughout the year. Here informal discussion of such questions as "Why does Johnnie eat carrots in school and not at home?" and "Why does Annie cry when I tell her to go to bed?" are carried on, while the leader keeps in mind and directs the parents' thinking toward the larger problems of wholesome family relationships.

In the last few years the Summer Play Schools Committee has realized more and more keenly the need for further training of teachers engaged in this work. To this end a short intensive training course is given just before the opening of the season.

These schools, up to 1934, served about 2,500 children in New York City. In 1934, however, the number of children was greatly increased because of a special project of a similar nature which was undertaken by the New York City Board of Education.

Directed by a District Superintendent of Public Schools, and staffed by teachers of the Works Division of the Department of Public Welfare, about twenty-five additional play schools were opened.

In other communities various efforts have been successfully made to coordinate all the available resources in order to establish play schools. The idea has been successfully adapted to local conditions in such cities as Chicago, Cleveland, Detroit, Boston, and Grand Rapids. In some cases parents have not waited for community organizations to take action. One group of neighborhood mothers in New York were so eager for a summer play school that they organized themselves into a committee. With the cooperation of the school principal and visiting teacher in their own vicinity they raised the minimum funds. With the help of the Summer Play Schools Committee of the Child Study Association they obtained from the Board of Education permission to use part of a public school building, and some equipment. Enlisting the support of another department of the Board of Education, they obtained free lunches for the children. With all this combined effort and interest, both public and private, this small but effective group of mothers was able to offer to the children of the neighborhood a very well conducted play school. The summer challenges all of us who are aware of the needs of children to exert a like effort in their behalf. VIOLET A. JERSAWIT

Young Women's Christian Association

THE Young Women's Christian Association of the City of New York has a comprehensive summer program for girls and young women which is representative of the kind of service the Association sponsors wherever possible. It includes activities in its Branches and Centers in New York, its year-round vacation house, and its four summer camps: Summit Lake for young employed women, Quannacut Junior and Quannacut Senior for grade and high school girls, and Fern Rock for colored girls and young women.

Quannacut Junior Camp at Pine Bush, New York, is for girls between eight and fourteen years of age. The girls live in comfortable dormitories, each housing thirty. They eat in a pleasant dining room where fresh vegetables from the camp farm and plenty of fresh milk have their place in the well balanced menus planned by a trained dietician.

While most of the daily life is out-of-doors—playing games, working at crafts, swimming, or gardening—the big recreation hall is attractive and large enough for group games on rainy days or pleasant evenings spent in reading, singing, or just sitting around the fireplace watching the huge log fire.

The distinctive feature of the Y. W. C. A. camps is that there is no set program. Only the rising hour, the curfew hour, and meals must necessarily be at specific times. Other than that, girls may engage in whatever sports or crafts they wish. Trained counselors are at hand to adapt themselves to the desires of the girls, to teach them whatever craft interests them, and to encourage them to use their own initiative in spending their time constructively. Many of the girls who come to camp are very tired from the heavy schedule of the school year. The Y. W. C. A. encourages them to enjoy their leisure constructively, by doing the thing that interests them most and making progress in mastering the technique of a sport or a craft.

The Senior Camp has a capacity of one hundred twenty girls between fourteen and eighteen years of age and is almost identical with the Junior Camp, save that the girls sleep in small rustic cabins, each accommodating eight girls. The high school girls have their own tennis courts and their own sports field as the grade school girls have, but they share Rainbow Lake for swimming. There is adequate space for hikes and for playing fields as the Quannacut property covers nearly eight hundred acres. Every girl can find something that interests her—sketching, music, carpentry, dancing, dramatics, archery, tennis, jewelry making, weaving, tie-dyeing, basketry, sewing, or one of numerous crafts.

Summit Lake is the big camp at Central Valley, New York, where self-supporting young women between eighteen and thirty-five years of age can go for week-ends or for longer vacations. Camp sports are included in the fee; golf and horseback riding are available at a small additional cost. The craft shop is almost as popular as it is at the camps for school girls. Several young business women last summer got their first start toward an art which had long appealed to them; one girl, for instance, made astounding progress in sculpture. Summit Lake offers a complete change from the noise and bustle of New York and the wearying grind of a job, or the even more discouraging grind of trying to find a job.

Fern Rock, at Iona Island, is similarly organized for colored girls and women. The counselors are all

highly trained and ready to adapt themselves to helping groups work out a program of activity that particularly interests them. Comfortable deck chairs and many quiet spots prove attractive to young women who are self-dependent and who prefer spending a vacation from the daily routine of offices or factories in a leisurely manner with no demands upon their time.

Shadyside, the year-round vacation house at Saddle River, New Jersey, is popular for week-ends and also offers a country residence for young employed women who wish to commute. Tennis courts, swimming, use of horses from a nearby riding academy, golf, and many other out-of-door sports are possible. The house has some bicycles, roller skates, and sports equipment, even to jodpurs, for hire and, during winter months, skis, skates, and toboggans. The resident director plans dances, Saturday evening picnics, and other social affairs. Young men are also permitted for week-end parties arranged through Y. W. C. A. Branches, as Armide Rest, also a part of the property, can be used as a week-end residence for young men.

In New York the summer activities are an adaptation of the year-round program. Tennis is taught on outdoor instead of indoor courts, game equipment on the roofs of Central and West Side Branches provides opportunity for playing deck tennis, badminton, and ping pong. Dances, gymnasium classes, and every other activity that can be transferred from indoors are held on the roof whenever possible.

Information about fees and other details can be secured through the executive headquarters of the Y. W. C. A. of the City of New York, 129 East 52d Street, New York City. BERNICE GRISWOLD

Centers Affiliated with the Jewish Welfare Board

AFFILIATING a chain of some three hundred cultural and recreational organizations—Jewish Community Centers, Y. M. H. A.'s, Y. W. H. A.'s, and social settlements—located in various parts of the United States and Canada, the Jewish Welfare Board has, among other things, been deeply interested in assisting these organizations in perfecting their summer programs.

One activity with which the Jewish Welfare Board has especially concerned itself is the home camp. This is an attempt to meet in some measure the vacation needs of children whose parents cannot look after them personally during their leisure time. The program of the home camp is a good deal like that of the play schools sponsored by the Child Study Association. The program centers around the Jewish Center in the city. The staff make-up is similar to that of the regular outdoor or country camp. The Center furnishes noon-day lunch and opportunities for arts, crafts, music, gymnasium, and swimming. Where the Center does not possess the facilities, those of other institutions and the open air playgrounds are utilized. The home camp includes outings and excursions of various kinds in and around the city. In the summer of 1934, thirty-nine home camps, including play schools and roof gardens, were conducted in connection with Jewish Centers affiliated with the Jewish Welfare Board. The total attendance was approximately eight thousand. The popularity of the home camp indicates that it will continue to grow as a permanent feature of the Jewish Centers.

The Jewish Welfare Board has been equally interested in outdoor summer camps of which thirty-three are sponsored by Jewish Centers affiliated with the Board. The number of campers in 1934 was approximately twelve thousand boys and girls. A growing demand for this type of summer activity is evidenced by requests on the part of regional organizations associated with the Jewish Welfare Board, including Y. M. and Y. W. H. A. groups in New England, New York, Pennsylvania, and the Middle Atlantic states, and the Metropolitan League of Jewish Community Associations.

The home camp and the summer camp help to bridge the gap caused by the adjournment of the regular winter clubs and groups. Naturally, a number of individuals who participate in year-round activities of the Center are also participants in the summer activities. The problem is to multiply these summer features so that larger numbers of the Center's clientele may avail themselves of them and thereby obtain the benefit of a planned and organized program. Unquestionably, these two outstanding elements of the summer program have a carry-over value which helps to round out the entire program of the Center. The artistic impulse, the craft development, and the self-expression which are developed through club and group during the winter months have their counterpart in the home camp and the summer camp. All activities thus become

linked in the promotion of the Center's primary purpose—to help young people build up character and personality. CHARLES S. BERNHEIMER

Boy Scouts of America

SOME years ago, the Boy Scouts of America, realizing that summer leisure time offered a problem for boys, parents, and the community generally, began to work intensively on its "Vacation Program," a project in which Dr. West, the Chief Scout Executive, had long been vitally interested. A commission was appointed to study the whole subject, and the report of the commission, presented at the June, 1928, Training School for Scout Executives, was made the basis for practical experimentation in discovering just what boys need by way of vacation activities and how this need can best be met.

As Dr. West pointed out at the time, even scouting, which had so definitely championed the cause of directed leisure time for boys, had too often followed the example of schools, churches, and other agencies in leaving Scouts rather too much at loose ends. Except for their few weeks or week-ends in camp, the boys had only their own devices and random impulses to follow at a period when they had more leisure than at any season of the year. Vacations may be and should be a tremendous asset to any boy. On the other hand, unless he finds occupations which are interesting, constructive, and wholesome, they may easily become a precarious liability, not only to the boy himself but to others.

In developing the idea of finding a flexible, undidactic, happy, and healthy program of vacation activities for boys, many Scout centers set about formulating a plan for suggested projects which would be both pleasant and profitable to the boys themselves, and would utilize possibilities already at hand in their own communities.

The Duluth Area Council, for example, laid out a summer schedule for Scouts which included, among other things, father-and-son lakeshore hikes and camp suppers, outdoor test passing, industrial hikes of an educational nature to various local factories, family picnics, fishing trips, and so on, with particular view of encouraging boys to do things with their families. The Brooklyn, New York, Council believes in encouraging boys not to idle vacations away and to seek employment, where feasible, and concentrates on week-end camps, and special features, such as craft work, short educational trips, and pageants. Dayton, Ohio, runs a Patrol Leaders' Conference, and Troop Staff meetings early in the summer to work out vacation projects based on the boys' own suggestions. One year their plans included various special "weeks," such as an "Industrial Week," with hikes to factories, nurseries, bakeries, foundries, and so on; a "Recreation Week," with outdoor evening meetings, camp fires, Indian pageants, and games; a "Farm Week," which included a study of milking, harvesting, stock feeding, crop raising, and so forth, for which arrangements were made through County Farm Bureaus; a "Pilgrimage Week," including hikes or motor trips to historic points; and a "Conservation-Safety Week," which included charting of diseased trees for City Forest Service, marking dangerous swimming pools, and tours of inspection under auspices of the Health Department.

Scout leaders frequently have to stalk for friendly adults who are specialists in this, that, and the other, and are willing to devote time and comradeship and the fruits of their experience and training to help the boys of the community find fun and profit and hobbies which they can follow up themselves in leisure hours. In general it has been found most satisfactory to suggest many projects, rather than to insist on a specific one; to let the boys themselves decide what they want to do, or even initiate lists of projects themselves, which is the democratic patrol method in vogue in most troops. A vacation is a vacation; and activities suggested must not don cap and gown, or hint at pedagogy, else the whole spirit and motivation is lost.

Naturally amid all this, the Boy Scouts of America insist that no other activity is a substitute for happy, healthy outdoor living. If a boy spends even an occasional week-end in camp—or better still, at least two weeks of consecutive camping—he is getting recreation in its true sense of *re-creation;* he is made over, body, mind, and spirit, made happier at the moment, fitter to face the long months ahead when he is less free and has less time for holiday pursuits and pastimes. A properly spent summer holiday is the best possible investment for the future for any human being and it is up to adults to insist that every boy and girl in our environment has the joy and privilege of a real vacation, which does not mean three months of idleness but three months of congenial, constructive activity. More power to vacations—and we mean it literally.

M. P. CHALMERS

Girl Scouts

A NEWCOMER at a Girl Scout camp this summer (or any other) will see at first only an old farmhouse or a rustic cabin so covered with vines that it seems hardly a cabin at all; and a path leading into the woods. She will wonder, perhaps, where the tents are and the crowds of girls. Even after she is settled in her camp unit, she may feel a little quiet and strange—that is, if she is accustomed to the high stimulation of mass camping.

The Girl Scout camper becomes a voting, cooperating, friendly member of a small camp "family" of from sixteen to twenty-four girls, with well trained counselors within call. Groups are made up according to the age, interests, and experience of their members. Each has a charming encampment to itself. Each encampment has a name (Gypsy Roost, Hilltop, Fox Den, or something equally romantic) and an individuality of its own. It is equipped with spacious tents, a table that will stand rain, a clubhouse with an open fire-place, and an amusing camp "kitchen."

The heart of the kitchen is a camp stove made of native field stone. The salt and pepper is probably kept in a deserted woodpecker's hole; utensils may be hung on branches like gifts on a Christmas tree. Food is stored in cupboards cunningly improvised from peach crates and swung from stout boughs. Perishables may be kept cool in an ingenious root cellar or in a stone-lined cache in the brook.

Each encampment is separated from its neighbor by woods, perhaps by a stream or a ledge. Voices of neighbors are heard faintly or not at all; but a merry social life goes on between the various encampments. A few times each week the whole camp community gets together for a dinner or entertainment at a central dining-room, assembly hall, or out-of-door fireplace.

The "family" or camp unit is subdivided into groups of eight, each with its elected leader. These small groups are called patrols. The patrol leaders come together in the Court of Honor, a committee which helps the adult leaders to run the affairs of the encampment. In the Court of Honor girls are free to say what they like and do not like about the camp. The work of managing the encampment is discussed, new ventures are planned, and responsibility is assigned.

Work takes an average of two hours out of the day. There are tidying, dishwashing, errand-running, hostess duty, shopping, budgeting, cooking. In many camps cooking is only an occasional adventure connected with a gala occasion; in others the girls, with the help of the camp dietician and her aids, prepare two and even three meals a day. Girls work in pairs and groups. Tasks (assigned by group meetings of the girls) are so varied from day to day that no camper gets an overdose of any single activity.

The small-unit system of camping is only one of the methods whereby the Girl Scouts seek to make their camps counteract the tension of crowded schools and noisy urban life, and to encourage the development of the individual camper. Every effort is made to keep the program free from hurry and strain. On the advice of physicians and physical educators, the Girl Scouts have dropped, for example, setting-up exercises and cold dips before breakfast. Rest periods and hobby hours are carefully observed. Nobody rushes. The time allowed to get from place to place is ample for leisurely strolling, with a margin left over for eavesdropping on ants or nesting robins. Camp counselors are trained to forestall tendencies toward snobbishness and competitiveness.

Badge-winning for its own sake is discouraged. The badge is interpreted to the girls as a mark of recognition (like an M.D. or Ph.D.) of a certain trained capacity to serve other people. Modern girls are quick to see the futility of working for badges as such, or of limiting interest and achievement to badge requirements.

The cultural program of Girl Scout camps includes puppetry, drama, pageants, folk-dancing and folk-festivals, and much singing of songs of excellent quality. Sometimes there is a camp fiddler or a simple orchestra. Girls are encouraged to compose songs, poems, and little plays, and to write for camp papers. There is generally a nature study cabin, a handcraft shop or barn, and a safe and delightful program of water sports. Girls get hostess experience giving parties with their own camp units or going to affairs given by their neighbors. Sometimes a distinguished guest must be met at the train and taken back to lunch.

The Girl Scout camping which will be offered to American girls this year will vary widely to serve different personal proclivities and social institutions. There will be informal "pioneer" troop camping for girls in small communities. Day camps (only a carfare away from the homes of the campers) will take care of girls who cannot leave home. A special

type of camping has been worked out for girls of fifteen or over. This includes mountain climbing, long canoe trips, pack trips on horseback, truck trips and covered wagon trips, and (for girls who live near a large body of water) a Mariner program.

Eighty-six thousand girls camped with the Girl Scouts last year in eight hundred camps at a low weekly fee. The camps are open only to Girl Scouts. However, the Girl Scouts welcome any girl who wishes to join. Full information may be secured from Girl Scout National Headquarters, 570 Lexington Avenue, New York, N. Y. AMILIA THOORSELL

Pioneer Youth

IT IS impossible to make any suggestions about the profitable and happy use of the summer by children, without knowing where the money to do anything at all is coming from and how much there is to spend. The economic status of the family and of semi-public organizations, and the economic *disposition* of the community condition educative summer opportunities as they do most privileges that are really important.

Any fruitful suggestions must take into account the inversion of income in relation to the number of the nation's families. For the nine per cent of the country's well-to-do and wealthy families ($5,000 and up), the problem is chiefly one of multiple choices. For the moderate income group ($3,000 to $5,000) which makes up fourteen per cent of the nation's families, the problem is one of choice within limits. The educational opportunity of the summer camp is so considerable that any intelligent parent, who can afford to consider it as a summer possibility, will not be satisfied that it should be simply a safe and congenial parking place. Look into the camp's program. If it goes in for a competitive program, or if it chops the day into a crazy-quilt of "activities," like mother's social calendar or father's appointments at the office, eschew it for your child as you would Coney Island on the Fourth. In the ordinary processes of community living in the camp there is, or can be, enough opportunity for children to measure themselves one with the other or with their own past accomplishments without adding an endless and senseless round of planned competition. The camp should look to the emotional and social growth of the child as well as to his more obvious physical well-being.

But it is with the "poor" and "near poor," as the Brookings Institution classifies them, that Pioneer Youth is chiefly concerned. They make up seventy-seven per cent of America's families (incomes under $3,000). They are the working class; and our job is to help fit their children for the struggle toward a worker's society. This means that we must help children to solve their own problems, and learn how to get on with other children. But the job of building healthy bodies, clear-thinking minds, and resourceful personalities is constantly being thwarted by the kind of society in which workers' children—and all of us, for that matter—have to live. We therefore want our children (nine to fifteen years of age) to have experiences which will give them some insight into the nature of capitalist society and to learn how changes are made. We particularly want them to feel a sense of identity with movements of adult workers—organizations of wage-earners, farmers, professional workers, and the unemployed. Briefly summarized the activities conducted by Pioneer Youth during the summer are:

Camps—Where healthy outdoor living is carried on in a miniature workers' society, in which children of various age levels do their share of the socially necessary work. Many of the so called creative activities are provided and the children are allowed a great deal of freedom to organize their own program.

Clubs—Groups of children with a common interest meet to discuss problems important to them and to conduct a variety of activities, such as crafts, athletics, dramatics, music, and games. Sometimes the clubs join efforts with parents and other adult groups to secure the things (such as playgrounds and free school books) that children rightfully should have.

Play Schools—Run during the summer when children are not in school. The regular club activities are included but the groups meet daily.

Trips—To places of industrial and social significance, such as power plants, factories, warehouses, ships, and government owned industries. These experiences stimulate many discussions, and sometimes result in map-making and discussion groups. The trips are taken not simply to learn how things are made but also to know different kinds of workers and learn what are the problems of their industry.

Craft Work—Children's satisfactions are greatest when they are allowed to use materials in their own way. Through handling materials they develop self-confidence and the habit of expressing their emotional life in material objects. We are interested not mainly

in what the child makes, but in what has happened to him while he makes it. WALTER LUDWIG

Camp Fire Girls

DURING 1934, 15,427 girls enjoyed camping in over one hundred camps conducted by the Camp Fire Girls. In most places the registration is open to non-members as well as members at a slight advance in fee; the modest cost is made possible by the fact that the Local Councils sponsor the camps, assuming the financial responsibility for grounds, buildings, and equipment.

Our reports show a fine realization of the values of camping on the part of camp directors. While providing activities that are enjoyable, healthful, and educational, the directors make a point of having the camping experience an interlude of restfulness, free from the strain and rush and worry which fill the lives of many girls today. Their objective is to make it a socializing experience which will help the girls achieve poise and balance.

In addition to this organized camping many Guardians (leaders of groups) take their girls on camping trips of a week or more, usually with the assistance of some of the mothers, or other qualified adults. There are also the week-end and overnight camping adventures which thousands of Camp Fire Girls enjoy each summer. The majority of Camp Fire groups continue their regular activities during the summer. There is so much stimulation in the camp fire program to enjoy the out-of-doors—hiking, camping, exploring woods, fields, brooks, and the seashore for nature lore, swimming, boating, horseback riding—that the girls make very good use of summer days. Also, because they are out of school, they use their vacation time to advantage in all the crafts. Girls who are earning their highest rank in home making, for instance, find time to fulfill the requirement of taking entire charge of the home for two months; or to practice on their life-saving and pass the Red Cross tests; or to complete some particularly ambitious work in handcraft.

The tendency for Camp Fire groups to fall apart during the summer, because of the absence of the leader, who is often a teacher and out of town for the summer, or because a number of the girls are away, is being offset by stay-at-home programs in many cities. Wherever there is a Local Executive, these stay-at-home programs have been started and are growing increasingly popular. Among activities that have proved especially successful as part of a summer program are: swimming parties; know-your-city trips, and trips to points of interest out of town; hikes; overnight camping trips; story-telling; puppet shows; singing; handcraft meetings; nature lore adventures; first aid demonstrations; horseback riding; evening parties and dances. In New York City the Camp Fire Girls of the Bronx have the use of a cabin in Van Cortlandt Park where last summer girls came every day except Sunday to take part in dramatics, singing, handcraft, nature lore, and camp craft. Arrangements were made for them to swim in a nearby pool, and twice during the summer they went on all-day trips to the New York City Camp Fire Girls camp at Bear Mountain. This "day camp" experience cost the girls five cents a day. Two sisters, with one bicycle between them, took turns walking and riding and came to camp every single day of the summer sessions. Of course these programs vary in the different cities, opportunities, leadership and interest influencing their type and extent.

There is a place for the Camp Fire program in almost every town. What is needed most is leadership. In some cities women's clubs have sponsored the summer stay-at-home program. In Atlanta, Georgia, for instance, the Women's Club takes the Camp Fire Girls under its wing in the summer. Leadership is furnished through the Camp Fire Girls Local Council, and the club turns over its beautiful building, gardens, and swimming pool for the girls' meetings. Whether it's dramatics on the club stage or diving in the pool, the girls have a glorious time all summer. In addition to the program at the club, there are hikes and trips to places of interest in and about town. Parents who are anxious that their girls have an opportunity for good times, especially out-of-doors, good times which give the girl not only the fun of the moment but the satisfaction of achievement, can be a great help in their own towns by sponsoring and assisting with this sort of program. For fees and other information consult Camp Fire Girls, Inc., 41 Union Square, New York, N. Y.

C. FRANCES LOOMIS

The Camp Directors Association of America

THE CAMP DIRECTORS ASSOCIATION OF AMERICA is an organization of leaders of summer camps for boys and girls, either self-support-

ing or managed by social service organizations such as the "Y," the Scouts, or associations for child welfare. There are about a thousand such leaders under whose influence come each summer perhaps as many as fifty thousand boys or girls.

Probably no better opportunity for wholesome development of boys or girls exists than the well managed summer camp. Even though at most it takes but eight weeks, it embraces in this time as many waking hours as a whole year of school classes. The chance to affect favorably the ways of living of boys and girls is, however, infinitely greater than that afforded by the school. The whole atmosphere of camp should be natural, with a minimum of artificiality, and with routine a mere hook upon which to hang the varied interests of the individual child.

Free of more than the minimum of hampering clothes, with bodies largely exposed to sun and air, living almost entirely in the open, engaging in activities which build habits of health, strength, intellectual and spiritual adventure, and wholesomeness, any boy or girl is almost bound to find in a good summer camp permanent improvement in character, and in many skills. However good a swimmer, diver, paddler, oarsman, hiker, fisherman, naturalist, or explorer in countless other fields, the camper is bound to be in contact with experts who can point the way to greater progress in these fields and in many others.

Safety in camp, concerning which there has been some misgiving because of the wide publicity of isolated and comparatively few accidents, is a primary element. It is not regarded as a mere matter of safeguarding and precaution, but is rather considered from the more constructive point of view of definite training to meet emergencies.

The variety of interests in a good camp is far greater than could be possible in any school. In addition to learning the ways and uses of lakes and streams, of wilderness and mountains, a boy or girl finds almost as many outlets as there are counselors. These men and women are chosen primarily for their personalities, but equally for their mastery of such skills as those involved in woodcraft and watercraft, as well as in the fine arts and crafts.

The members of the Camp Directors Association of America feel themselves trustees of one of the most important movements for the progress of boys and girls. Their object is to see that this opportunity for a developmental summer is carried to steadily higher and better planes, through an improving type of man or woman engaged in any phase of the work, and through a constant and free interchange of ideas.

It should be the fact that a camp led by a member of the Camp Directors Association of America is reliable. Naturally, this does not always follow; but the purpose of the organization is that membership in good standing convey a sense of reliability.

The greatest responsibility any camp director carries, in addition to that of the safety, health, and progress of the camper, is the choice of counselors. Striving to find young men and women of parts, who have much to give to the campers, the director faces fundamentally the problem of character. This is not just a matter of integrity, but of unselfish devotion to the welfare of the campers. No measure exists to determine this indispensable trait; only the eager search of the director can discover it.

An atmosphere of happiness is the fundamental object of every wise director. This is not something which can be attained merely by good intentions. It must come from essentially happy people. If a boy or girl does not come home with enthusiasm for counselors or for leaders, this goal of happiness has quite clearly not been attained. Growth in capability, in health and strength, in finer relationship with fellow campers, and, after returning, with family, friends, and schoolmates, is all part of this goal at which every good director aims.

FRANK HACKETT

Travel Groups

AN OUTGROWTH of the camping movement has recently led into organized travel opportunities for groups of young people. Two types of relatively inexpensive "tripping" under competent leadership are now being developed: the "traveling camp" and the "youth hostel."

The two programs outlined in the following paragraphs are typical of the "traveling camp."

The Westward-Ho Summer Camp-on-Wheels is part of the year-round program of the Ulverston School of Swarthmore, Pa. This new type of a summer camp for boys from nine to eighteen embodies all the finest points of a stationary camp and at the same time satisfies urges of youth which can be met in no other way. Some of the objectives are:

To supply genuine education by "seeing and knowing America first." A schedule of readings on out-

standing places to be visited is furnished to all registrants in advance of the tour. To the boys each region is strange, new, and different—from a mammoth industrial plant in Detroit to the ancient cliff-dwellers of Mesa-Verde. There is no assignment of anything to learn; the boys are not going out to get information so that they might recite upon it at night. But each night and each summer they come back with rich stores of experience and information.

To foster health and physical development. The out-of-doors, riding, swimming, hiking, mountain-climbing—all are conducive to vigorous physical and mental health.

To develop character and good citizenship. Intimate fellowship in cooperative living with a large family of boys, chosen for their wholesome habits of conduct and integrity of character, is a rich environment for growth.

The boys are organized into groups of six according to age. Expert camping leaders supervise all details of the tours, including water activities, "eats," camping and sleeping quarters, and banking spending-money accounts. Individual initiative and responsibility are fostered in connection with all activities. For further information, address E. L. Terman, Director, Ulverston School, Swarthmore, Pa.

The program of the A-C Western Tour for Boys includes hiking, swimming, horseback riding, baseball, boxing, and excellent fishing. A boy enjoys all the advantages of a fixed camp and in addition learns about the wonders of his own country. He can hear forest rangers tell the stories of birds, animals, flowers, hot springs, glaciers, geysers, and canyons, and can see them as he listens.

The Tour is under the personal direction of Howard H. Cutting and Lloyd O. Appleton, members of the Faculty of Wilbraham Academy, and experienced campers, coaches, and woodsmen. Both men have worked for some years with boys in camp and school. The group includes boys from twelve to sixteen years old, both ages inclusive. About nine to fourteen boys make the trip in large passenger cars. All equipment is carried by trailer so that the cars are not burdened with luggage. Each day's trip is limited to approximately two hundred miles with frequent stop-overs for recreation, sightseeing, and rest. The directors are primarily interested in having boys enjoy and become acquainted with the beauties and exhilarating expansiveness of the great open West. Further information may be obtained by writing either director in care of Wilbraham Academy, Wilbraham, Mass.

The Youth Hostel Movement originated in Europe over twenty years ago under the inspiration of Robert Schirrmann. Hostels exist in eighteen countries with a total membership of six million youth. Last October, at the third International Youth Hostel Conference opened by Ramsay MacDonald, in London, the American Youth Hostel Association was recognized. The directors are Isabel and Monroe Smith. There will be an advisory board of leading educational authorities. The first American Hostel has been established at East Northfield, Mass.

The U. S. Park Service is sufficiently interested in this movement to have made a rather thorough investigation and report regarding it. The following brief résumé is taken from that report:

A Youth Hostel is a facility for travel. It is a building with separate sleeping rooms for girls and for boys, separate wash rooms and toilet facilities, a common kitchen, dining room, and recreation room and private quarters for hostel parents. In charge of it is a house father and house mother.

Youth Hostels are established in chains or loops so that young people may travel and get acquainted with each other and their country.

Youth Hostels are for those who like to travel by foot or bicycle, who like to live ruggedly and simply, who enjoy cooking their own meals, and who wish to or must travel economically.

Youth Hostels enable all existing youth movements in a country to enjoy this facility of travel without discrimination as to race or creed.

It costs one dollar a year to belong to the A. Y. H. A., membership in which entitles young people to the use of any Hostel in the world at a cost of not more than twenty-five cents a night.

As to the age of the youth who use the hostels, no limit is set by the Association.

Eight thousand youths and adults sent a petition to Washington in March, requesting that the National Park Service build a chain of hostels from Northfield to Mt. Washington and back through the Vermont hills. The National Park Service is interested. Youth leaders and educators are interested. Isolated hostels are springing up, and the first chain gives every hope of being established soon.

For further information regarding the American Hostel, as well as travel in European Hostels, write to Monroe Smith, East Northfield, Mass.

Parent's Questions and Discussion

These discussions, selected because of their interest in connection with the topic of this issue, are presented for the use of individuals and of study groups.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, *Director*—JOSETTE FRANK, *Editor*

We live in a large industrial town where city playgrounds serve children coming from homes "on both sides of the tracks." (I don't know how else to describe this obvious social distinction without making too much of it.) The playgrounds are very alluring, and my children, six and eight, are clamoring to go. I hesitate for several reasons. In the first place, although we are not too well off, we have managed to make their backyard playground attractive, and I wonder if we have a legitimate claim upon these public playgrounds. And in the second place, I cannot help fearing that my children may bring home some things from which I have tried hard to safeguard them—from "germs" and "bad words," to standards and attitudes which honestly seem to me inferior and unworthy.

Your question skips over the one essential which should be the decisive factor in whether your children go to the city playground. This is the quality and character of the leadership and supervision. If the answer to the questions which are suggested below is, on the whole, "Yes," then your problem is settled in the affirmative. Your children have not only a "right" to go to the playground but a need. As to your other concerns, find out what the hazards actually are. What about medical supervision under the board of health or other qualified agency? Isn't the playground at least as free from exposure as the public school? Are the equipment and program arranged to safeguard not only the fundamentals of hygiene, but also the more subtle influences upon health including rest and emotional adjustment? When it comes to matters of tastes and values, from the relatively unimportant matter of "bad words" to the truly serious matter of standards of character and conduct, a wise playground leader may prove your strongest ally. And since the home will always set the pattern for character development, outside conditions would have to be most pernicious to have a permanently detrimental effect. Sooner or later children are bound to pick up a phrase or two which are not wholly up to your standards; but a certain amount of "enrichment" from racy, and not always "polite" vernacular is a phase through which almost every child's vocabulary is bound to go. What they will learn about social values, from working and playing and making friends with children of many kinds, outweighs any slight misgiving on this score—provided, again, that you have confidence in the play leader. Is cooperation, rather than competition, the general spirit of the playground community? And are there enough kinds of things going on to give children a fairly wide choice, and to interest all kinds of children in a well planned variety of activities? Are there enough leaders to go round with small groups of children of various ages and interests? Does the goal of the leaders seem to be group participation without regimentation?

But perhaps the playground cannot give a satisfactory account of itself. What then? Do you just keep your children home? Why not see if you and your friends cannot take a hand in making it the kind of place where you would be glad to have your children play?

This summer my husband and I are at last going to satisfy our longing for the backwoods. We have found an ideal "shack," but I am concerned about the children, a boy of seven and a girl of nine, because there seems little chance of finding playmates. Although we expect to live mostly outdoors with plenty of swimming and hiking, there will be stormy days and other times for quiet play. Can you give me any information about activities and materials which children of this age would enjoy? I must do

my planning and purchasing now since we shall be far away from the places where such things can be bought.

Your children are lucky to be going to the backwoods. Perhaps you may find a way to have one or two of their friends share your simple life as guests. But in any case, helping in the simple housekeeping and in planning and doing things to make the place comfortable can certainly form a part of their activity. Of the things they make, some may turn out to be actually useful or decorative; and some will be "just for fun." As to materials and their uses, here are a few suggestions. Clay, both the quick-hardening and the moist kinds, and plasticine, turn out attractive bowls, book ends, and other pottery. Pewter can be easily handled with simple molds for making such things as buttons and ash trays. Linoleum-block cutting and wood carving (for this balsa wood is best) often yield surprisingly decorative results. Making books is another possibility; colored paper, cardboard binders, and linen-glue are the necessary "ingredients." Applique with bits of cloth may be carried out either in sewing or with glue. Masks and simple marionettes offer many possibilities for imaginative play. You also ask where materials may be procured. If you don't know of similar agencies nearby, write to the following in New York: The Industrial Arts Cooperative Service, Inc., 519 W. 121st St., supplies materials and instruction sheets graded to age, as well as information about the quantity of materials needed and how they may best be utilized. The Milton Bradley Company, 120 E. 16th St., supplies materials and ideas for using them. The Talens School Products, Inc., 36 W. 24th St., also sells materials of this nature.

Good luck for a happy summer!

I am puzzled as to how to make the summertime happy and profitable for any daughter of twelve. We have always been accustomed to spending the summers in our own country place, to which we are much attached. When our children were little it seemed ideal, and there was enough to interest them in the development of our own place and in the life of the adjacent farm. My boy of eight still plays happily with various countryside children; but my daughter craves her own school friends and the sort of simple social life she has in the winters.

There are many people who, in buying a country place to which they become deeply attached, expect the children automatically to follow suit without perhaps due regard to the children's changing interests as they develop. The "independence" which we have come to associate with country life is by no means insured in a world where automobiles are the rule, distances great, and children not yet old enough to drive themselves. Children of this age are frequently better off in the "summer resort" (especially the simple cottage or bungalow style of place) where social life goes on in a relatively small area. Twelve is a gregarious age for which the summer camp is also very well adapted; part of the summer spent in camp may offer the change and companionship she craves.

But if, taking everything into consideration, it still seems better to go to the farm, you may be able to make it attractive by arranging for an exchange of visits between your daughter and friends or relatives of her own age. A week or two in another family is a real adventure. And guests of her own may help her to find new possibilities in the home farm's too familiar surroundings. If your house is not large enough, the pitching of a tent (with a good board floor) often solves the problem. Or perhaps you can continue some project as a center of interest for the summer, something with a beginning and an end—building a garden, redecorating a room, dressing, cooking, or painting lessons (you do not need "talent"). One family I know assembled all their friends, old and young, within a twenty-mile radius, engaged the services of such a nearby artist, and fell to work. Incidentally, the group built a studio or gallery with their own hands, which housed the resulting masterpieces.

Is travel, in this country and abroad, still considered an important and valuable part of education? At what age is it likely to be most fruitful, and how can it be organized to yield the greatest benefits?

The cultural aspects of travel are practically taken for granted, but unless the trip is carefully planned, ably supervised, and undertaken at the right time, parents are likely to delude themselves concerning the ensuing pleasure and benefits. The most we can say for travel for children up to seven or eight is that it is possible to see that they do not suffer. Even living in another country is of slight permanent value to little children. If they must go, their daily routine needs to be guarded so that they are disturbed as little as possible. Outdoor

play is preferable to trudging through galleries and museums. Sightseeing should be cut down to a minimum, and, if at all possible, a period of quiet country or seashore life should break the summer. When children up to fourteen or fifteen are taken abroad, it is ordinarily as part of a family party; and the trip is usually geared to the desires of the adults. Somewhat similar precautions against over fatigue and wearisome sightseeing need to be observed even with older children. Emphasis should be put upon outdoor country expeditions and people, rather than on the usual tourist points of interest. Well directed reading in advance of the trip will whet the appetite for a greater variety of experience.

Boys and girls of upper high school and college age are ordinarily enthusiastic tourists, but not necessarily together with parents and younger children. Small groups with a reliable tutor, older friend, or group leader are excellent. In planning a trip with or for young people, a definite, though flexible, itinerary with much activity is important. Cameras, bicycles, tennis racquets, and other hobby equipment are valuable adjuncts to even very light traveling. The chief benefit of foreign travel is to get the "feel" of the country, and especially to come in contact with its inhabitants. Casual and friendly contacts are best made through the medium of a shared interest.

In relation to travel in the United States, where language is no barrier, there are endless possibilities for learning about topography, governmental projects, like the big dams and reforestation, transportation, and differences in the attitudes and behavior of people living under the same government. All these and others ought to prove highly stimulating to older children and help them to a better understanding of the country in which they live.

Suggestions for Study: Summer Planning for the Family

TOPICAL OUTLINE

1. What Makes the Summer a Problem
   - Abrupt change from regularity of school routine
   - Lack of training for extensive leisure
   - Lack or ignorance of available facilities
   - Conflicting wishes and objectives for use of free time
2. Needs of Children of Various Ages
   - Relaxation a need for all
   - Outdoor activity a need for all
   - Development of non-academic skills
   - Experience in jobs for older children
   - Adventuring as a family
3. Constructive Vacation for the Family
   - At Home
     - Opportunity to develop and carry out projects in homemaking, cooperative study, recreation
     - Development of hobbies
   - Away from Home
     - Trips and travel; projects in history, geography, nature study
4. An Integrating Force in Family Life
   - Brings group together through common purpose
   - Coordination of interests and enthusiasms
   - Permits scope for development of skills other than those of more highly organized regular tasks of school, "providing," and housekeeping

PROBLEMS FOR DISCUSSION

1. A family consisting of parents, a ten-year-old girl and a twelve-year-old boy, lives in a small town. They have no car. They are intelligent and have moderate means. In planning for a three weeks' vacation for the father, they are undecided whether to: (a) all stay home, using the vacation budget for day trips; (b) stay home and send the children to camp; (c) all go to a resort or farm. What other possibilities can you suggest? What factors are important in making the decision? How would the problem be changed if the children were fourteen and sixteen years old?

2. A girl of seventeen is no longer interested in camp, but neither does "just staying home" interest her. Her father's busiest time is summer, which precludes a family vacation. Her mother does not feel that the daughter should take a job or run the house, since she studies hard all winter. Discuss.

3. In what practical ways can the household routine and arrangements be adjusted for a family with two young children, one and three years old, who must spend the summer in a city apartment?

REFERENCE READING

Children of the New Day
By Katherine Glover and Evelyn Dewey. D. Appleton-Century Company. 331 pp. 1934

Hiker's Guide
By Ben Solomon. Leisure League of America, 30 Rockefeller Plaza, New York. 96 pp. 1934

Playground and Community Recreation Statistics for 1933
Recreation, May, 1934. Vol. XXVIII, No. 1.

The Creative Home
By Ivah Everett Deering. Richard R. Smith & Co. 180 pp. 1930

Home Play
National Recreation Association, 315 Fourth Avenue. 48 pp. 1928

Spend Your Time
Bureau of Publications, Teachers College, Columbia University. 74 pp. 1933

My Little Boy

With the appearance of "Little Dirty," he discovers new joys and sorrows.

CARL EWALD

MY LITTLE boy is engaged to be married. She is a big, large-limbed young woman, three years his senior, and no doubt belongs to the minor aristocracy. Her name is Gertie. By a misunderstanding, however, which is pardonable at his age and moreover quite explained by Gertie's appearance, he calls her Dirty—little Dirty—and by this name she will be handed down to history.

He met her on the boulevard, where he was playing, in the fine spring weather, with other children. His reason for the engagement is good enough:

"I wanted a girl for myself," he says.

Either I know very little of mankind or he has made a fortunate choice. No one is likely to take Dirty from him.

Like the gentleman that he is, he at once brings the girl home to us and introduces her. In consequence of the formality of the occasion, he does not go in by the kitchen way, as usual, but rings the front-door bell. I open the door myself. There he stands on the mat, hand in hand with Dirty, his bride, and, with radiant eyes:

"Father," he says, "this is little Dirty. She is my sweetheart. We are going to be married."

"That is what people usually do with their sweethearts," I answer, philosophically. "Pray, Dirty, come in and be welcomed by the family."

"Wipe your feet, Dirty," says my little boy.

The mother of my little boy does not think much of the match. She has even spoken of forbidding Dirty the house.

"We can't do that," I say. "I am not in ecstasies over it either, but it is not at all certain it will last. Do you remember what little use it was when your mother forbade me the house? We used to meet in the most incredible places and kiss each other terribly. I can quite understand that you have forgotten, but you ought to bear it in mind now that your son's beginning. And you ought to value the loyalty of his behavior toward his aged parents."

And so Dirty is accepted. But, when she calls, she has first to undergo a short quarantine, while the mother of my little boy washes her and combs her hair thoroughly. Dirty does not like this, but the boy does. He looks on with extraordinary interest and at once complains if there is a place that has escaped the sponge. I can't make out what goes on within him on these occasions. There is a good deal of cruelty in love; and he himself hates to be washed. Perhaps he is wrapt in fancies and wants to see his sweetheart rise daily from the waves, like Venus. Perhaps it is merely his sense of duty.

Another of his joys is to see Dirty eat. I can quite understand that. Here, as at her toilet, there is something worth looking at. The mother of my little boy and I would be glad too to watch her, if there were any chance of giving Dirty her fill. But there is none. At least, not with my income. When I see all that food disappear, without as much as a shade of satisfaction coming into her eyes, I tremble for the young couple's future. But he is unconcerned.

Of course, there are also clouds in their sky. A few days ago, they were sitting quietly together in the dining-room and talking of their wedding. My little boy described what the house would be like and the garden and the horses. Dirty made no remarks and she had no grounds for doing so, for everything was very nice. But then things went wrong:

"We shall have fourteen children," said the boy.

"No," said Dirty. "We shall only have two."

"I want to have fourteen."

"I won't have more than two."

There was no coming to an agreement. My little boy was speechless at Dirty's meanness. And Dirty pinched her lips together and nodded her head defiantly. Then he burst into tears.

I could have explained to him that Dirty, who sits down every day as the seventh at the children's table at home, cannot look upon children with his eyes, as things forming an essential part of every well regulated family, but must regard them rather as bandits who eat up other people's food. But I did not feel entitled to discuss the young lady's domestic circumstances unasked. We notice in another way that our daughter-in-law is not without relations. Whenever, for instance, we give her a pair of stockings or some other article of clothing it is always gone the next day; and so on until all the six brothers and sisters have been supplied. Not till then do we have the pleasure of seeing Dirty look neat.

And I console the mother of my little boy by saying that, should he fall out with Dirty, he can take one of the sisters and that, in this way, nothing would be lost.

My Little Boy. By Carl Ewald. Charles Scribner's Sons. 120 pp. 1906.

Adult Books for the Adolescent

Suggested Titles at One Dollar or Less

THERE HAS been a very definite and welcome trend in late years toward publishing reprints of books of real quality at moderate prices. Although these books primarily belong to the adult library, many of them have special value as a basis for mature reading for the adolescent.

In response to this need for titles that appeal to boys and girls of fifteen and over, the following list has been compiled from a comprehensive study of the best adult books of all publishers at one dollar and under. There is a bewildering mass of reprints, classic as well as modern, from which a limited selection has been made. Only those books with a certain literary quality, as well as a lively and spontaneous appeal to younger readers, have been chosen. In addition to the content, the format—good print, attractive binding, and, when illustrated, artistic merit—have been carefully considered. In other words, the books listed must be worthy of a permanent place in any home library. As a matter of fact, in most cases these reprints have been made from the plates of books originally published at much higher prices.

This is obviously not an inclusive guide to all books that might be recommended. In the first place, it is intended only as a supplementary list, suggestive for leisure time reading. It makes no attempt to cover the broader scope of such standard reading lists as those recommended by high schools and colleges. In the second place, the number of well printed books at this price is as yet so limited that many important titles are not available within this price range. There are, however, already many stimulating offerings to encourage readers of good taste and a modest purse in building up a growing library of volumes chosen for their mature standards and permanent value. CHILDREN'S BOOK COMMITTEE

Fiction

Austen, Jane
Complete Novels — Modern Library — $1.00
Classic novels of pre-Victorian England.

Barrie, James
The Little Minister — Grosset & Dunlap — $0.75
A delightful romance of a Scotch minister and a gypsy girl.

Bennett, Arnold
Old Wives' Tales — Grosset & Dunlap — $1.00
Realistic saga of a mid-Victorian provincial English family.

Brontë Charlotte
Jane Eyre — Modern Library — $0.95
The romantic melodrama of a literary "ugly duckling" in early Victorian England.

Buck, Pearl S.
Good Earth — Grosset & Dunlap — $1.00
East Wind; West Wind — .75
Epics of modern Chinese life.

Carroll, Gladys Hasty
As the Earth Turns — Macmillan — $0.90
Cycle of the seasons on a Connecticut farm, told with great beauty.

Cather, Willa
Death Comes for the Archbishop — Modern Library — $0.95
A colorful canvas of the early missions in the American Southwest.

Conrad, Joseph
Lord Jim — Modern Library — $0.95
Victory — Garden City — 1.00
Sea Tales — Doubleday — .75
Exciting and dramatic sea stories of high literary quality.

Deland, Margaret
The Iron Woman — Burt — $0.75
Sympathetic story of a dominating woman.

deMorgan, William
Joseph Vance — Grosset & Dunlap — $0.75
Homely characters depicted with sentimental humor.

Dickens, Charles
David Copperfield — Modern Library — $0.95
Pickwick Papers — .95
Classic and inimitable pictures of the humor and pathos of human experience.

Douglas, Norman
South Wind — Modern Library — $0.95
Boni — 1.00
Witty, philosophic analysis of character on an isolated island.

Dreiser, Theodore
An American Tragedy — Garden City — $1.00
Turgid case history of an actual crime made into a powerful novel.

Dumas, Alexandre
The Three Musketeers — Modern Library — $0.95
Matchless historical romance of political intrigue during the reign of Louis XIII.

(*Continued on page 220*)

In the Magazines

Youth and War. By Vera Brittain. The Girl Scout Leader, February, 1935.

The thoughtful and instructed section of modern youth does not want war. The youth of 1914 might not have accepted it so readily had the intelligent awareness of current problems which now prevails in schools and universities been substituted for the naive, uninformed generosities and enthusiasms which made such easy victims of the boys and girls of twenty years ago. "If modern youth has realized that to live for one's country is a finer type of patriotism than to die for it," says the author, "then the youth of my generation will not, after all, have laid down the best of its life in vain."

Shall We Teach Our Children to Pray? By Sophia Lyon Fahs. The Parents' Magazine, January, 1935.

The author feels that prayer teaches the value of reflective thinking and meditation, gives "that indefinable feeling of enhancement that comes with reaching beyond and beneath the casual happenings of life, toward larger and deeper meanings," and is a means of bringing out one's inmost desires and hopes. Prayer is important not as an end in itself but as a means of encouraging children to reflect upon their daily experiences, and to face their inmost desires and "remake them as life enlarges and deepens."

A Girl and Her Money. By Marion Canby Dodd. Woman's Home Companion, March, 1935.

A detailed account of the clothes allowance, and the various arrangements it involves, which this mother has worked out with her adolescent daughter. It involves various novel and excellent features including the setting aside of ten dollars as an emergency reserve fund to be used if an emergency, such as an unexpectedly disintegrating stocking supply or unexpected cleaners' bills, arises.

She Is Very P-r-e-t-t-y. By Sophia Yarnall. Hygeia, February, 1935.

A certain pride in his own personal appearance is valuable for a child. The author feels that "a child should be taught early to make the most of his physical equipment . . . because, and it is a really big because, it is pleasanter for other people." Ways of teaching this unobtrusively are suggested.

Every Child Is Interested in His Body. By Ruth Brickner. The Parents' Magazine, February, 1935.

This article describes the interest in various parts of his body shown by the child at different points in his growth. The child's "development should be influenced in three important ways. First, his interest in his body and its processes should seem to him and to his parents neither good nor bad but natural. Secondly he should gradually learn to accept restriction on his desire to pursue these interests actively because of the dangers of overindulgence and the condemnatory attitude of his social environment. Third, he should find himself looking upon his parents as people truly worthy of his confidence, for they have respected and supported his eager curiosity about *every* aspect of life and have not been afraid either of the manifestations of his sexual drives or of their responsibility to help him control and divert them."

Sex Education. Edited by Harvey W. Zorbaugh. The Journal of Educational Sociology, February, 1935.

This issue draws upon the varied experiences of people who have been actively concerned with sex education, in order to stimulate others, particularly educators, to further thinking on these problems. Sex education cannot be ignored if education is to be considered as experience which should contribute to the maturity and adjustment of the growing child. Each of the contributors has emphasized and clarified the inter-relationships of child, home, school, and community to the whole problem of sex education.

The articles and contributors are as follows: Parents' Problems in Sex Education, by Sidonie Matsner Gruenberg; Sex Problems of Adolescence, by Winifred V. Richmond; New Patterns in High School Sex Teaching, by Frances Bruce Strain; Sex Adjustment of College Men and Women, by Ernest R. Groves; Sex Education as a Community Problem, by Newell W. Edson; and Adolescence: Psychosis or Social Adjustment? by Harvey W. Zorbaugh and L. Virgil Payne. A short but excellent bibliography is appended.

News and Notes

Health Campaigns for Mothers and Children

Two national organizations devoted to the welfare of mothers and children have set aside special days during May on which to urge upon the public the need for more adequate health protection.

The American Child Health Association is again sponsoring a National Child Health Day on May first. The project this year is a practical one—immunization against diphtheria of all children between the ages of six months and six years. Much is already being done in the way of immunization. But much remains to be done before the children of America are fully protected against this dangerous and unnecessary disease, which in 1934 took the lives of five thousand children. Although in the twelve years from 1920 to 1932, the deaths from diphtheria in the United States dropped from 15 for every 100,000 population to 4.5, it has been found that where interest dies down, where parents grow careless about seeking protection for their children, diphtheria creeps up again. Though there are states and cities where the disease has become very rare, there are others where the trend is in the wrong direction; where the deaths, according to the latest reliable figures, are increasing rather than decreasing. Immunization is a public as well as a private duty; for every protected child adds so much to the protection of other children, since it makes an epidemic less likely. As a neighborly act, therefore, as well as for the safey of their own family, parents should see to it that their children all receive immunization.

The Maternity Center Association plans a nation-wide campaign to make maternity safe, to be held during the week preceding May 12, Mother's Day. More than fifteen thousand women in this country die annually in childbirth. Leading authorities say that at least one-half these deaths could be prevented by adequate care. The death-rate has remained practically stationary during the last twenty years, despite the knowledge which exists and is available in almost every community in the country, and which could save these women. This situation will not be changed so long as people believe they have discharged their entire duty toward motherhood by sentimental expressions on Mother's Day, forgetting that there are 365 days in every year, and that on each of them women have babies. Today safe maternity care is not available to every expectant mother at a price she can afford to pay. Tomorrow it can be, if lay and professional people will cooperate in the effort to inform parents everywhere, so that they can demand that adequate care be made available in every community—rural or urban.

Parent-Teacher Convention

The National Congress of Parents and Teachers will hold its Thirty-Ninth Annual Convention in Miami, Florida, April 29 to May 3. The Convention program is based upon the theme, "Home—The Index to National Life." In addition to numerous group meetings on various phases of Parent-Teacher work, there will be several general meetings with guest speakers who will develop the special theme of the Convention.

Vassar Summer School for Parents

The Summer Institute of Euthenics for the study of the family will hold its tenth annual six weeks session from June 26 to August 7, at Vassar College, Poughkeepsie, New York, offering parents, teachers, and others interested in questions of family relationships a real vacation as well as a time for study. There will be special courses this summer in child development and childhood education, including a course for teachers interested in a twenty-four hour program for young children, a course for mothers, and a seminar for advanced students, with ample opportunity to observe and to participate in the schools for children from two to eight years of age whose parents attend the Institute. Special study is also offered in a variety of fields—adolescent psychology, mental hygiene, physiology and nutrition, food selection and preparation, design and interior decoration, furniture and ornament, household technology, parent education leadership, and problems of the modern family. An arts and crafts studio, a nine-hole golf course, tennis courts, and a new indoor swimming pool are open to registrants; arrangements may be made for lessons in various sports. Three plays will be presented during

the session by the Vassar Experimental Theater which will hold its own Institute concurrently. For full information write the Director, Summer Institute of Euthenics, Vassar College, Poughkeepsie, N. Y.

Summer Dramatic School

A summer center for the study of theater techniques will open its first six-week Seminar on July 8 at Carmel, N. Y. The Seminar will be conducted in connection with the Carmel Repertory Theater, both under the direction of Clare Tree Major. It will offer a comprehensive course with competent professional instructors, and is designed to prepare students for acting, directing, and dramatic teaching.

Hobby Round-Up

The Hobby Round-Up, an annual national exposition of leisure time interests and activities, will be held May 1-11 in the Port Authority Building, New York City. It is sponsored by the Leisure League of America, of which James S. Stanley is President. The Round-Up will include some fifteen major classifications of hobbies, embracing several hundred avocational and recreational interests, such as athletics, sports, and physical culture; collections; community activities, including the drama and the dance; domestic arts and crafts; gardening; indoor games; lake, river, and seashore activities; mechanical handcrafts; mountain and country activities; music; pets for pleasure and profit; photography; reading and writing; and travel. There will be exhibits by societies and associations devoted to the advancing of special leisure time activities, together with exhibits of commercial products and services related to leisure occupations and hobby interests. Among the special features will be a sports arena, a tank for water sports, a little theater and a music center, an amateur photographic exhibition, a games center, model home work shops, and a short-wave radio transmitting and receiving station.

Advisory organizations include American Folk Lore Society, American Library Association, American Physical Education Association, Boys' Clubs of America, Camera Club of New York, Camp Fire Girls, Inc., Federated Council on Art Education; Folk Festival Council of New York, Girls Friendly Society, Girl Scouts, Museum of Modern Arts, National Committee on Education by Radio, National Music League, National Park Service, U. S. Department of the Interior, and Women's Educational and Industrial Union.

Adult Books for the Adolescent

(*Continued from page 217*)

Elizabeth
Enchanted April — Grosset & Dunlap — $0.75
Romance in Italy accidentally found by reading a "personal" in the newspaper.

Fallada, Hans
Little Man, What Now — Grosset & Dunlap — $0.75
Pathetic struggle of an unimportant man and woman trying to make a living in Germany today.

Farnol, Jeffery
The Broad Highway — Burt — $0.75
Romantic novel of country gentry in Eighteenth Century England.

Ferber, Edna
Cimarron — Grosset & Dunlap — $0.75
Show Boat — .75
So Big — .75
Lusty romances of the Middle West.

Fisher, Dorothy Canfield
The Bent Twig — Grosset & Dunlap — $1.00
The Brimming Cup — 1.00
The Deepening Stream — .75
Sensitive stories of everyday people.

Fitzgerald, F. Scott
The Great Gatsby — Modern Library — $0.95
The tragedy of an American "big business man."

Galsworthy, John
In Chancery — Grosset & Dunlap — $1.00
Man of Property — 1.00
Swan Song — 1.00
To Let — 1.00
Sociological novels of the upper middle classes in England.

Garland, Hamlin
Son of the Middle Border — Grosset & Dunlap — $1.00
Struggle of an ambitious Wisconsin boy who looks beyond his native home in the post-Civil War era.

Hardy, Thomas
Return of the Native — Modern Library — $0.95
Tess of the D'Urbervilles — .95
Realistic and tragic novels of rural England in the Nineteenth Century.

Hemingway, Ernest
Farewell to Arms — Grosset & Dunlap — $1.00
Tragic portrayal of war's effect on "the lost generation."

Hémon, Louis
Maria Chapdelaine — Grosset & Dunlap — $1.00
Poignant story of a simple French-Canadian girl.

Herbert, A. P.
Water Gypsies — Grosset & Dunlap — $0.75
Humorous account of a house-boat journey on the Thames today.

Hergesheimer, Joseph
Three Black Pennies — Grosset & Dunlap — $0.75
A moving drama of the early iron industry in America.

Heyward, DuBose
Porgy — Grosset & Dunlap — $0.75
Folk tragedy among the Negroes in South Carolina.

Hudson, W.
Green Mansions — Modern Library — $0.95
Phantasy and love of nature woven into a romantic tale of youthful joy and sorrow.

Hutchinson, A. S. M.
If Winter Comes — Grosset & Dunlap — $0.75
Sympathetic study of an English family.

James, Henry
The Turn of the Screw — Modern Library — $0.95
A masterly horror story.

Johnston, Mary
To Have and To Hold — Grosset & Dunlap — $0.75
Historical romance of early America.

Kennedy, Margaret
The Constant Nymph — Grosset & Dunlap — $1.00
Madcap adventures of a unique family.

Kipling, Rudyard
Captains Courageous — Doubleday — $1.00
A pampered boy learns to share the life of the crew who rescues him.

Lewis, Sinclair
Babbit — Grosset & Dunlap — $1.00
Dodsworth — .75
Main Street — .75
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London, Jack
Call of the Wild — Grosset & Dunlap — $0.75
The Sea Wolf — .75
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Maugham, Somerset
Moon and Sixpence — Modern Library — $0.95
Of Human Bondage — Garden City — 1.00
Stark realism, vividly and convincingly treated.

McFee, William
Casuals of the Sea — Modern Library — $0.95
A former ship's engineer tells a superb story of men aboard a freighter.

Melville, Herman
Moby Dick — Modern Library — $0.95
Classic sea epic of courage and vengeance.

Meredith, George
Diana of the Crossways — Modern Library — $0.95
Ordeal of Richard Feverel — .95
Serious psychological studies written with high literary merit.

Morley, Christopher
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Thunder on the Left — 1.00
Where the Blue Begins — 1.00
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Nathan, Robert
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Bab — Burt — $0.75
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Scaramouche — Grosset & Dunlap — $0.75
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Journey's End — Grosset & Dunlap — $0.75
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(*Continued on next page*)

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Twain, Mark
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Innocents Abroad — Grosset & Dunlap — .75
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Jeremy at Crale — 1.00
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Westcott, Edward Noyes
David Harum — Grosset & Dunlap — $0.75
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Wodehouse, P. G.
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Zweig, Arnold
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The World War on the Eastern front and its influence on a peasant soldier.

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The Editors' Page

IT USED to be common to speak of parents as "sacrificing their own lives for the children"—but many parents have always known better. What seems like sacrifice to the onlooker, and often in the midst of difficulties to the parent himself, emerges as a challenge to richer and fuller living. Problems are inherent in growth, the very stuff of life itself. For no family is ever static, no relationship ever wholly adjusted; each child is different from every other and is himself changing, and not even parents themselves remain the same. We must have the courage to realize that both the "perfect parent" and the "perfect child" are impossible and illusory ideals. Bringing up a family is rather a process of continuous development for parents as well as children. The very questions parents ask about their inevitable perplexities may become stepping stones with which they may build for themselves securer footing along an often difficult, but always rewarding, path.

THE Child Study Association has been a pioneer in helping mothers and fathers to utilize these immediate questions by focusing on them light from every available source—discussion with other parents, the findings of science, the guidance of experienced counselors, and the growing insight and emotional orientation of the questioner himself. It is continuing this pioneer work by progressively interpreting parent education as embodying not only objective knowledge of child development and of child training techniques, but also—and far more fundamentally—self-knowledge of what the parent himself is in all his own relationships and attitudes.

THIS quest for clearer vision, which sees the frustrations and perplexities of child rearing not as potential defeat but as a means toward an end—and that end the enrichment of life—is the essential task and privilege of parenthood. "Know thyself" is a saying as old as it is wise. In an age when there are more and more facts and theories about which intelligent parents must be informed, it is increasingly important to remember that the goal—as well as the beginning—of wisdom is within ourselves.

C. M. Hincks.

The Question and the Questioner

Cécile Pilpel

QUESTING or questioning has been honored from time immemorial; at least from the time of Socrates, himself the greatest of all questioners, its value has been recognized as a spur both to thought and to action. But how to use a question in such a way as to lead to constructive achievement still poses before us the ultimate of all questions. Francis Bacon condemned Pilate in a phrase, because he "would not stop for an answer." Yet even stopping for an answer is not always enough; for the most complete answer may be for some inner reason meaningless or unacceptable to the questioner, and is therefore shorn of its value.

There is thus always a gulf between the question and the answer; but it is not unbridgable. Indeed this challenge to bridge the gulf is the very spur which makes a question so dynamic as an educative force. And nowhere is this more true than in parent education. To carry on the bridge-building analogy, the process of working out a valid answer to even the simplest question about children or their training involves exploring the family "terrain" and digging down to a solid foundation; on this the "bridge" —of understanding and of wise procedures—must be carefully built up bit by bit.

This painstaking process of building toward an answer is the more necessary, because what brings forth a parental query is usually a difficulty or perplexity where the mother's desire and need to "get across" to her child are greater than her individual knowledge and experience can cope with. These quandaries concerning our children always seem to us so urgent and, more often than not, so annoying that, left to ourselves, we feel baffled or discouraged, and are thereby shut off from viewing the situation with sufficient objectivity to find a solution. Then too, many questions arise because of an unwillingness to accept a situation for what it is; they represent our searchings for a way out in circumstances where there may be no clear way out, as, for instance, when a child's temperament is not naturally compatible with our own.

Neighborly "talking things over" was for long the main recourse in such situations; but with the growth of organized parent education, the study group has become for many mothers a real experience in self-education. They know that the desire to improve their own skill and wisdom, which brought them to the group, is understood and that their perplexities, however big or little, can become a starting point from which to work toward that goal.

Through group experience, shared with other parents and with a wise leader, most mothers gradually learn to realize that even the simplest seeming question can not always be accepted at its face value. "How can I get my child to eat?" may mean anything from a simple, matter-of-fact "Is there any technique that I don't know about, by which I can help my child to learn to eat willingly?" to some such profound conflict as "Why do I have to have the kind of child that makes so much trouble for me?" So also "Should a six-year-old have help in dressing?" may come out of an objective desire to be informed about the development of habits, or it may be a cover for "Is he going to be as maddeningly slow as his father is?"

Answering questions therefore almost invariably means the posing of other questions, in order to gain a better understanding of what the asker is really seeking. If this were not so, we could list the questions that parents most often ask, and once and for all get a concensus of expert opinion on the best answer to each. There are questions, of course, that on the whole lend themselves to treatment in this objective and academic fashion. But even where—as in relation to "normal" physical and mental development—we have definite information, we may often need to add something more than the facts. Take, for instance, the question, "When does the first tooth appear?" The fact is that it may appear anywhere between the fourth and twelfth month. But where does this bit of information leave the young mother who feels that her child's physical growth *must* compare favorably with that of a

neighbor's child, or a sister-in-law's child? If teething is slow, she will not find this statistical answer very much to the point. She may need help with her unasked questions far more than with the one that comes to the surface in words. We must, therefore, assume at the outset that no parent's question can ever be quite objective; nor have we any right to expect it to be. A consistently objective point of view would mean a totally objective parent, who would be a monstrosity lacking in the kind of emotions necessary both for happy relationships between parent and child, and for the child's own needs.

Reading Between the Lines

But beyond that one common assumption, we cannot presuppose that any two questions actually *are* alike even when they *sound* alike. Every question must be considered in relation to its total background—the home setting, the child's personality, the family relationships, and above all the asking parent's own problems, attitude, and approach. For in the last analysis it is the asker—the *person*—who must be answered, and not merely the thing asked. Yet it is also true that with long experience one learns that there are certain broadly characteristic patterns of personality which call forth certain kinds of questions and suggest certain trends in discussion. There are, of course, some individuals whose problems are so complex, or whose personal maladjustments are so serious, that nothing short of therapeutic treatment will serve. Such parents must be directed and encouraged, in so far as the adviser can, to undertake suitable treatment. But these are relatively few, as compared with those whose difficulties are well within the "normal" range. For the latter, discussion often throws much light on the inwardness of parent-child problems. The following examples suggest only a few of the many variations on some of the more familiar motifs found in discussions of parents' problems.

There are, for instance, many mothers who are on the whole well adjusted; though they may make mistakes, they are not under any inner compulsion to continue making them, once they see a better way of managing a particular situation.

One such mother asked, "What is the best procedure with an eighteen-month-old boy who repeatedly pulls the books from the library shelves?"

She wanted help in meeting this situation intelligently, for the best development of the child and of her relationship with him. Discussions of psychological and physical development in infancy, and of what has been learned in nursery schools about the little child's needs and interests gave her a sounder understanding of her own child. She could be helped to think in terms of what pulling down books means to him as against her own feelings about books. And she could see that since it is normal for an eighteen-month-old child to be interested in touching, handling, and pulling, the first thing to do was to provide him with plenty of opportunities for such activities. Has he sectional toys, covered boxes, blocks, push-and-pull toys? Aren't there things around the house that he could investigate less destructively than the book shelves—pots and pans, a big wooden spoon and chopping bowl, a box big enough to climb in and out of, and so on? Though providing these things will not keep him out of mischief, it will make it easier for both mother and child to adjust to the inevitable "don'ts." When he "goes for" the book shelves, the mother who realizes that this is not sheer perversity will find it comparatively easy to divert his interest to other things. And the child who senses that his mother understands him, will learn to accept redirection.

Accepting Life's Conflicting Demands

Far more difficult is the question which is, in a sense, only a rhetorical plea or demand for reassurance. Some people do not easily come to terms with life; their efforts to reconcile their own personal drives with what they somehow sense to be the needs of their children confuse even simple issues with this underlying conflict.

One seemingly amusing question—"When they disturb me with their play, should I or should the children leave the room?"—in reality expressed this kind of strain between dual and conflicting demands —*my* life versus the children's *rights*. The leader might have asked only the obvious next questions, "Where are the children to go to? What sort of play space is provided for them?" But the real problem would not have been uncovered. The more leading counter-question would be, "Is it possible that making a disturbance is a bid for attention on the part of the children?" On the basis of this suggestion, the mother might be helped to think in terms of her fundamental relationship to her children as well as to her own work. As a matter of fact, she did come to realize that perhaps she could

"make herself go round" with both. And, with a conscious facing of her conflicts, the question answered itself—neither mother nor children "had to leave the room."

Sometimes what lies below the surface is that kind of inner insecurity for which exact and meticulous performance of daily routine is the only bulwark. Overconscientious and perfectionistic, such a mother wants to be told *exactly* how to do this or that. Any irregularity that shakes this drive for perfection is seriously disturbing, even in the simple routines of eating, sleeping, and so on. But as the children grow older the parent's drive for perfection makes the same demands in more subtle situations:

"My twelve-year-old daughter had been told to take some medicine before going to bed. In the morning I found by looking at the bottle that she had not done so. But when I asked her, she said that she had. How can I develop truthfulness?"

In Search of "the Truth"

Yes, how can we? But equally important how can we penetrate below the mother's surface concentration on exactitude? We might begin by discussing the normally slow development toward truth during childhood. We can show how the child's weakness and dependence drives him to tell us what he thinks we expect. We can point out that there is no profit to anyone in loading the dice by asking "Did you?" when we already know that the child has erred. But there still remains the fundamental question of why we, as parents, are so much concerned about "the truth." Do we realize that "being truthful" depends in large part on the individual's fundamental concept of integrity and honesty? And that this in turn depends on his capacity to analyze his own motivations—a capacity which human beings develop slowly and only through experience? Can we perhaps attain more insight into our own motivations, and so increase our understanding of what impels our children to deceive us? When we have come this far, we will be concerned, not with our disappointment because our children are untruthful, but with the question, "What is there in my demands on the child that forces him to lie to me?" Such a discussion may not answer the initial query, but it may eventually lead the parent to begin thinking in terms of her own personality difficulties and to seek help in resolving them.

Some of the most difficult questions are those that "camouflage," that consciously or unconsciously conceal the real problem: "My child is very determined; he insists on having his own way, is very assertive and cannot be swayed from what he is doing."

So stated, the problem suggests an older child; but this boy is not quite two! When asked for specific illustrations, the mother could not name any special act which sounded alarmingly obstinate. It developed little by little that her description was really a portrait of the father rather than of the child; what it expressed was a fear that he would follow in his father's footsteps. Once that was clear, it was possible frankly to formulate the basis of such fears, and their effect on the child. Gradually the mother learned where her real problems lay. Whether she could deal with them constructively is another question; but at least she had for the first time a clearer vision of where to make her attack.

So much for a few of the questioners; but there is also the parent who, without ever raising any question, delights in telling you about her lovely relationships with her children, about "how my son of sixteen tells me of his talks with friends on sex, and how he prefers to talk these matters over with me." Where can we get hold of a problem that is further complicated by being so completely unrecognized? Perhaps at first with an analysis of what a boy is sexually at the age of sixteen and of what factual knowledge he should possess. What is emotionally "normal" at that age? What are healthy outlets? What role should the father and mother play at this stage of the game? Very gently such a mother will have to be made aware that she cannot live in her children's lives, that she must find other interests. We can only hope that the first steps in reorientation will have been taken, and that, if the difficulty is not too deeply seated, something will have been accomplished.

Meeting questions—asked and unasked—is no easy task and pitfalls are almost inevitable. There is the possibility of overemphasizing problems, of looking for hidden implications when a simple explanation of facts is all that may be required. Or an inexperienced leader may sometimes unconsciously use the discussion of problems to relieve her own conflicts. But the most frequent pitfall lies in the "too easy" answer. This was strikingly illustrated at a meeting where a father asked what to do about his twelve-year-old son, who, on coming home from school, always throws his books down and runs out to play. The obvious reply is that this is no "prob-

lem," but simply the natural behavior of a twelve-year-old boy. But in this case something prompted further inquiry, and this revealed a different picture. The boy had an older sister who was very bright, and whom the father rewarded with a dollar every time she brought home a perfect report. She obliged him frequently. The father had offered the boy the same reward, but he never actually achieved it. Why? *There* was the question, and one which could be answered only after much more study of all the possible elements involved. This certainly was a case where a "pat" answer was irrelevant, and where the opportunity to help clarify an issue might have been lost without a longer view.

Aren't We All?

We cannot delude ourselves into thinking that these complicated implications are exceptions to the rule. In one way or another, they are part and parcel of all our living together with our children. And for this very reason learning through the discussion of actual and immediate questions is especially rewarding. In the first place, it finds the parent and the leader in a favorable situation from the educational point of view. Modern education has stressed the value of interest, of taking the learner where he *is* and relating learning to his immediate interests. A parent's question starts at the very point where her interests are most aroused and works out from that vantage point. It offers opportunities to learn facts, as to techniques and as to child development, when they are really pertinent; it is a key to further understanding of the psychological basis of family relationships. But in addition to these purely intellectual learnings, it offers an opportunity for emotional release, by just "talking out" one's anxieties, and for emotional development through contact with other mothers with similar problems. And finally, it paves the way for increasing self-confidence, based on mature acceptance both of the inevitable limitations and of the equally inevitable responsibilities of parenthood. Eventually it may make it possible for the individual herself to work out a more satisfying orientation in all her relationships—to parents, husband, and children.

Parent education is not instruction in the training of children, but rather the self-education of a maturing adult. There are few sudden conversions, or dramatic enlightenments in this process. What is likely to happen was summed up by a woman who said: "Two years ago I made my first approach to parent education with my tongue in my cheek. I have to admit I have learned a lot; but that isn't the main thing. I don't know how to describe what happened; but I do know that my family life has run more smoothly and that the children, my husband, and I have been happier than ever before."

Habits and Habit Training

The establishment of habit routines in the life of the little child gives him an important and necessary guarantee that his life will be increasingly secure and satisfying. There is comfort for the infant in the faith that food will come at regular intervals, that he can sleep in a warm bed—later, that there is a certain inevitability in going-out time and bath time, that he is expected to say please when he makes requests and to eat his vegetables before dessert. Even apparent arbitrariness in the *do's* and *don't's* of his parents during these early years has a certain deep significance. They are the means of freeing him from a host of petty decisions with which he cannot be profitably burdened—and further, they engender the first perception of the whole authority element in life, personified at first by the parents and gradually incorporated into his own personality as conscience.

From such commonplace beginnings is the fabric of the moral life woven. Standards set by parents impress a child long before he has the capacity to live up to them himself. The important thing for parents to realize is that the child's achievements come slowly as a result of growth and understanding, in an atmosphere where certain habits and attitudes are accepted by the parents as sound. Not "good habits" rigidly enforced, but this general atmosphere of orderly living, is the force which will one day bear fruit.

But it is just here that parents have been most likely to confuse the means with the end. Especially during the last ten years so much emphasis

has been placed on "habit training" that it has sometimes seemed in itself the be-all and end-all of child rearing—and some of the major mistakes which young parents have made have been committed in its name. In the furtherance of this error academic education may have played a part, and books on child training may have added their bit; but the great body of folk lore and moralizing concerning "habits" and their immutability have undoubtedly done most to hamper clear thinking in this whole matter. *Good and bad habits once established persist throughout life—You can't teach an old dog new tricks—Childhood is the golden opportunity*—such are the misconceptions which drive parents to attempt to "condition" their youngsters to everything from "obedience" to "independence." "Habits of truthfulness," "habits of listening to good music," "habits of unselfishness," and all those other subtle reactions for which parents earnestly seek a formula are not habits, but by-products of deeply grounded attitudes; and their inculcation as mechanical, automatized responses is worth just nothing at all. They must rest upon a base of feeling, intelligence, and discrimination, if they are to be more than a body without a soul.

Even when we come to more routinized forms of behavior, "habit" does not play the almost magical role sometimes ascribed to it. In the course of time parents discover that just because their four-year-old dresses and washes himself eagerly and without help today, is no proof that the habit has been established, and that he will continue to do so for the next ten years without supervision. They find that their ten-year-old, who has been made to hang his coat up in the closet every day for months is likely to drop it on the couch the first time his mother happens to be out when he comes home. They see that the baby who sucked his thumb eagerly and shamelessly until he was a year and a half old, or even more, gradually relinquished it of his own accord in favor of more satisfying pursuits. They know that all the warnings and exhortations of years never made their boy voluntarily brush his hair before meals, until miraculously at the age of about fifteen he suddenly began to want it that way himself.

Professor Arnold Gesell has experimentally reaffirmed what experienced parents have long felt, namely, that children do things not alone because they are "trained," but because the developmental process itself causes them to be inwardly ready. Professor Edward L. Thorndike has found that an old dog can learn new tricks if he really wants to (that is, if there is an inner "readiness"); and that satisfaction in an act, rather than sheer practice or repetition, is the important element in learning. Psychoanalysis suggests that character results from fundamental instincts, drives, and wishes, which are subject to both internal and external modification at various ages, and that since these operate far more cogently than externally imposed "habit patterns," they should constitute the crux of our researches.

In the deepest sense it remains true that childhood is the golden period of character formation. What we learn before the age of six seems more and more truly to determine whether later in life we feel happy or sad, are generous or mean, friendly toward others or hostile, suspicious or trusting, reasonable or stubborn, how freely we can express or control our aggressive and our sexual impulses—in short all that is most important in life. And these things are the consequence not of direct and mechanized training, but of the feelings released in the family drama of these early years. The child's relationship with his parents, his brothers and sisters, his beliefs as to whether he is accepted and loved or is guilty and punishable, his capacity to accept necessary frustration without bitterness and eventually to develop a conscience which is adequate but not over-severe—these with their infinite variations are the very stuff of character.

In discussing the parents' questions which follow, we have endeavored therefore to steer clear of offering mere devices and procedures which touch the problem only at the surface. Our aim is at least to point to the possibilities of a deeper consideration of a child's fundamental emotional needs, in the belief that it is not merely what we do, but how we understand him which determines the outcome.

ANNA W. M. WOLF

Questions and Discussions

At what age should children be expected to keep themselves dry and clean? My baby is two years old and soaks himself every night, while the children of some of my friends "have not soiled a diaper since eight months old" and have been dry at night since a year and a half. I am puzzled and wonder if I have done my job all wrong. I have tried to take my baby up to urinate at ten or eleven

Some of the questions in this and the following sections have appeared in past issues of CHILD STUDY.

in the evening in the hopes of keeping him dry (no success); and have lately met with such kicking and screaming from him on these occasions that I have abandoned the procedure.

There has been a definite reaction against the practice, so in vogue until about five years ago, of beginning to train infants to bladder and bowel control during the first weeks of life. Opinion now inclines to the view that the infant should be let alone in these early months and remain free to gratify his instincts through his excretory functions without feeling the pressure of disapproval from mother or nurse, which inevitably attends the training process when it is undertaken. Specifically we suggest that mothers should not begin to train their children in bowel control much before the age of about eight months. At about this time, if a mother feels that she knows about when a child is likely to move his bowels, there is no particular objection to her catching the stool in a chamber, but it is important for the mother to know that at this age it is her responsibility, not the child's. She should be willing to wait until over a year before expecting the child himself to display real self-control or before beginning to expect cooperation from him. In these later months, she should place him regularly on the chamber after breakfast, after naptime, or at whatever time she feels he is most likely to have results. She should indicate what is expected of the child and should show by her approval that he has performed correctly, if results are obtained. She should not hold him strictly to account, or attempt to coerce, shame, or punish him for failures, but should bide her time without anxiety. This same child may be quite amenable to training if it is postponed a few months longer, instead of developing the negative and stubborn responses which result from being prematurely or arbitrarily forced.

Bladder training should be undertaken even later than bowel training. Fifteen to seventeen months is not too late. At this time the matter is usually accomplished quickly and easily, again by placing the child on the chamber at regular and, of course, much more frequent intervals and indicating similarly what is expected of him. Training for dry beds should proceed with equal consideration for the readiness of the individual child. If he kicks and screams as you describe, I would discontinue taking him up at night for the present, and try again in a month or so. Many normal children have accidents at night and at naptime until three or even four years of age.

The experience of psychiatrists and others in the child guidance field has led us to suspect that children who have been trained too young frequently show either some abnormal excretory problem later on, sometimes taking the form of constipation, or of enuresis or soiling, or of the deliberate retention of their stools. Possibly also certain undesirable character traits, such as morbid cleanliness, fussiness, stubbornness, and other compulsive characteristics, may be connected with severity in the training experience, although this latter phase of the matter must still be regarded as an interesting hypothesis only.

Young mothers are perhaps too disposed to pursue "training" with ardor and determination and to feel inferior if their children are not trained as early as their friends'. A competitive spirit often springs up which may have far reaching consequences in its bad effect on the relationship between mother and child. It seems increasingly evident that a child's early training in regard to his excretory habits and attitudes has psychic as well as physiologic consequences. Parents must be constantly alert to individual differences in children, and they will need to develop within themselves both flexibility and patience if they are to be successful in keeping this issue from becoming a battle between mother and child. Such battles are not only detrimental to the success of the training process itself, but also to the whole parent-child relationship.

A child of two has a habit of banging his head repeatedly on the floor whenever, in his play, some slight misadventure occurs, such as his blocks tumbling down, or his kiddie-car being obstructed. How can this be handled?

Head banging is not unusual and not really as dangerous as it looks. Beyond a bump or two the child is almost certain not to injure himself. But what causes or precipitates the practice deserves consideration. Such behavior ordinarily arises from feelings of rage and frustration. The first essential in the mother is a calm undisturbed attitude. The head banging, to all intents and purposes, should be regarded with friendly indifference, since it is likely that the practice has grown up primarily as a method of getting attention. Children rarely indulge in it except in the presence of an audience. The child may be given encouragement and a little assistance in manipulating his toys, so that satisfaction in his increasing skill will take the place of the feeling of impotence which is so devasting to him.

Care should be taken that the tasks which his toys call for are not so far beyond his abilities that they tend only to discourage him. He can also be shown that patience and practice actually bring the desired results. Children who show such tendencies often profit a great deal by association with others their own age in a play group or nursery school. This companionship gives them an opportunity, through imitation, to find better ways of behaving.

Does thumbsucking deform the jaw or does it not? Are mechanical restraints advisable? If the habit goes unchecked, is it likely to become a fixed habit or to have undersirable consequences? What attitude or procedures should parents adopt?

About one child out of four sucks his thumb or fingers to a greater or less extent. The practice seems to be connected with the intense urge of infants to satisfy a genuine sucking need in the early months of life. This desire is not always gratified fully through the feeding process. On the whole, it seems advisable not to interfere with this deep need. The great majority of children give up the practice gradually and without parental intervention around the age of a year and a half or two, when other uses of their hands become more absorbing. Mechanical devices for prevention are rarely to be recommended and never when the child shows strong resentment and irritation. Malformations of the jaw resulting from thumbsucking are infrequent, and even when they exist in the early years, tend to right themselves if the habit is dropped before the eruption of the second teeth. Undiminished thumbsucking in older children (over four) is sometimes indicative of unhappiness or general maladjustment and cannot be treated merely as a "bad habit."

How long should a child be made to continue his afternoon nap, if he does not go to sleep and objects strenuously to the procedure?

Every effort should be made to have children up to about three years of age adhere rather carefully to a schedule of about fourteen hours sleep out of the twenty-four, of which an hour or more comes as the afternoon nap. Getting into bed in a darkened room with unerring regularity is usually enough to induce the little child to accept this procedure. Around three or four years, however, children begin to require somewhat less sleep. (From four to five years, eleven to thirteen hours; from six to ten or twelve, eleven hours or a little over.) But it is wise to continue an afternoon rest period up to at least six years, longer if the child has a strenuous daily program or if he is the thin, very active, "high-strung" type. Care must be taken that a child is not made more restless by "rest" than without it. "Hurry and take your rest, so there will be time to go swimming," is an attitude which defeats its purpose. Children from three or four years to six or seven are usually better off if they are not expected to "just lie still," but are allowed to look at pictures, read, or play quietly on their beds alone for three-quarters of an hour or longer. If forced to be inactive they frequently suck their fingers, bite their nails, or chafe under the enforced inactivity in ways which destroy the value of such a rest period. Restful surroundings and relative inactivity, however, if wisely managed, are very desirable each day.

I have heard that masturbation in young children is very common and not harmful. Yet I cannot help fearing that, if entirely ignored by parents, it may become a fixed habit which will finally interfere with normal sex functioning. Just what attitude or procedure should parents adopt?

It is important for parents to understand something of the meaning of masturbation in the sexual growth of the individual, since it has different meanings at different periods of development. Although the practice is so common as to be regarded as "normal," nevertheless it has individual coloring and implications for each child. On no account should he be told that this is "naughty," "dirty," "will make him sick or injure himself;" nor should he be otherwise threatened in a way to terrify, shame, or burden him with guilt. If he is healthy, active, and happy, it is best ignored entirely. If however, he is excessively shy, fearful, or unfriendly, and seems maladjusted in general, the masturbation must be regarded as one symptom of more deep-seated difficulties and may call for professional advice. In these cases, the "habit" aspect of the matter must be met by endeavoring to lighten the load of inner conflict and dissatisfaction which may continuously be driving him to this practice.

I am puzzled as to how much I have a right to demand of my six-year-old in the way of self-help. His worst fault seems to be dawdling—dawdling getting dressed, dawdling at breakfast, dawdling in getting off to school. Should I have to remind him every morning that it is time to leave

the house when he can tell time as well as I can? Should I have to scrub his knees in his bath, and say "hurry, hurry, hurry," dozens of times a day? He can move fast enough when there is something he really wants to do. It would be helpful to me and, I am sure, to a host of other mothers if I knew just when I am justified in expecting certain standards of behavior.

It is very difficult to give exact ages when children should wash their hands, dress themselves, feed themselves, and otherwise be self-helpful. There are great variations in children in these respects and the important thing is for parents to be alert enough to gauge the capabilities of the individual child. One important consideration, however, may be helpful. The technical *ability* to perform a certain task is not ipso facto a sign of a child's readiness to take the *responsibility* for doing it under his own steam. It is one thing to be able to manage buttons and shoe laces, and quite another to resist distractions and dress oneself with regularity; one thing to be able to tell time, another to value punctuality; one thing to be able to manipulate soap and nail brush, another to feel the necessity for cleanliness. The feeling of responsibility for doing these things develops much later than the technical ability and although parents may do well to hold the ideal of self-reliance before their children as something to be achieved eventually, they will need to modify their own expectations as to when that happy day will come. On the whole, parents tend to demand too much responsibility of their children when they are small, and too little of them when they are adolescent or adult. Here, however, are a few norms which may be helpful, though the parent should be warned to regard them as quite elastic, both up and down the age scale:

A child may begin to learn to feed himself around the age of a year or a year and a half. The important thing is that he should enjoy food and mealtime. An occasional spoonful fed to him by mother or nurse when he begins to drag or become more interested in conversation is no crime, even if continued to the age of three, four, or even five. The important thing is that he should not be permitted to use mealtimes to tyrannize over the household. Two and a half or three is perhaps a fair age to expect a child to feed himself during most of the meal.

Little girls can usually dress themselves at four. Since boys' clothes are more difficult, they may seem slower in reaching this point. If they must be dressed by a certain time, they will need to be started off and even supervised in the process until they are older. If a very occasional reminder does not suffice to put the child in motion, some actual help with the process makes for less wear and tear on everyone.

Children, especially boys, usually care nothing for cleanliness. Fussy, meticulous cleanliness in young children is not a desirable trait. They will need reminders and even supervision almost up to adolescence, if hands, knees, neck, and ears are to be really clean. Neatness is another interest which characteristically develops around adolescence, though some children may show some signs of it earlier. Some never get it as long as they live, due to causes far more complex than a matter of early training.

Responsibility for punctuality also lies with the parent until a child is perhaps seven or eight, or even older. It is subject to great temperamental variations which cannot always be met successfully by exhortations or training.

What is the best current opinion concerning left-handedness in children? Should attempts be made to correct it?

Whether we tend to be right- or left-handed is determined by innate physical differences in the organization of the nervous system. Although very young children seem to use both hands with equal skill, it is not long before a definite preference for the one over the other emerges. Left-handedness is not indicative of inferiority of any kind. Some eminent authorities believe that attempts to force a child to use the hand other than nature intended—to interfere with the effective "dominance" of one side of the brain in motor control—have very undesirable consequences. Speech defects, reading difficulties, nervous instability of many kinds, may be the result. Other authorities dispute these claims. At any rate, since left-handedness is a very minor disadvantage, if any, and since attempts to alter it involve at the very least considerable nervous strain for the child, it is thought wisest to leave children entirely free to follow their natural inclinations in this matter.

How can I help my children to acquire the habit of good reading? With the enormous amount of cheap fiction, radio programs, comic strips, motion picture magazines, and so on, which find their way into my home, I am at a loss to know how to reinstate Dickens, Scott, Thackeray,

Shakespeare, or the poets who really meant a great deal to me in the formative years. Would it be wise definitely to forbid certain magazines in the house or to insist that a certain amount of reading be from worth while books? I hesitate to use coercive methods, but am appalled at the helplessness of myself and the school.

The "habit of good reading" is not a habit at all, or if it is one (an automatic thoughtless pattern of behavior) it is totally lacking in genuine cultural value. I know one man who has bought himself innumerable sets of the classics in expensive bindings and read most of them from cover to cover; yet you would never know from his conversation or conduct of life that he has had any "communion with great minds." Your problem is not one in "habit training" but in general education. Nobody knows the answer to the question of how to instil in the human race a love of culture. If you love certain things yourself and can read them or discuss them with your children without boring them, do so by all means; but you cannot be sure that they will feel about them as you do. How they feel will depend upon their innate intelligence, their maturity, their temperament, and the cultural temper of their surroundings. Are you yourself discriminatingly acquainted with contemporary literature? Your children may find more in Edna St. Vincent Millay than in Tennyson, in Dreiser than in George Eliot, in Sinclair Lewis than in Zola. They may be as permanently insensitive to the greatness of Dickens as their parents' generation as a whole was to that of Fielding. Meanwhile you might discuss with them what they do read and enjoy, rather than assuming a position of aloof condemnation. The important thing to preserve is their sincerity. Better a genuine enjoyment and thoughtful reaction to so-called trash than ready-made opinions about the classics.

Is there any way for parents to make an impression on their children's language, or must they helplessly submit to the succession of rather inane fads in slang occurring ad nauseam *in their daily conversation? My husband and I both love well spoken English and feel that we have made a rather "good adjustment" to the continuous "OK's." On the other hand, "Oh, Yeah" (and the would-be cynical grimace that goes with it), "Oh boy! oh boy! oh boy!" "You* would *do that," "Nerts to you," and all the rest we find much harder to bear. Even if we manage to swallow our own distaste, the same expressions don't seem quite appropriate when addressed to grandparents; but they have become so ingrained in the everyday vernacular that they are employed in and out of season. I suppose I have a special aversion to the kind of childish adult who talks this way and am naturally wondering what is going to prevent my children from going the same way, if I don't stop them.*

I believe the answer to your question is that you do and will continue to make an impression on your children's language, whether the results are immediately apparent or not. Children, as you say, seem to pass through these epidemics of language fads; but they do emerge, and quite undamaged. Just as they imitate each other's mannerisms in dress (one child of our acquaintance says that it is fashionable at the moment in her school to leave shoelaces untied and flopping about), so do they in speech. This is true not only of slang usage, but of carelessness in pronunciation, nasality, pitch, and so forth. These things go as fast as they come. The language standard maintained in the home by the parents seems, in the long run, to be the determinant. Children frequently improve upon, but almost never fall below this level. Keep to your own standards but avoid what will seem to your children a fussiness and priggishness which will tempt them to try "to get your goat"—(pardon this descent to the vernacular). The kind of childish adults you speak of continue these language habits, either because they are accepted by the other adults with whom they mingle or because they themselves have remained mentally and emotionally childish. If your children mature normally and eventually associate with adults who speak English well, I do not believe you have anything to fear. They will give it up when their own more developed sense of taste impels them to. Meanwhile you may perhaps, where grandparents are concerned, appeal to their sense of fitness and ask them to discriminate in their use of language just as they do in those other adjustments which youth makes to age. And you are more likely to be successful with this appeal if, for everyday usage, you have some humor and tolerance toward these transient fads. As a postscript to your question I cannot forebear to add this story:

Mother: "Mary, there are just two slang words which seem to me particularly objectionable and I do hope you will never use them. One is *swell* and the other is *lousy*."

Mary: "And what are the two words, Mother?"

My daughter of fourteen has been growing fast; and a tendency to stoop shoulders, protuberant abdomen, and prominent shoulder blades, which has always been present to some extent, is accentuated. I hate to nag her constantly to stand up straight, but I am so genuinely disturbed at the effect on her appearance (perhaps also her health) that I am constantly tempted. Are there any special exercises which she might do? What are physicians recommending nowadays for this condition?

Success in correcting bad posture usually depends entirely on the degree to which the child's own desire for improvement has been successfully aroused. That is why you are right to avoid nagging, since it usually has the effect of arousing resistance instead of compliance with your suggestions. You might consult the child herself as to whether she would like some help in improving her posture. Knowledge (the muscular "feel") of how to stand and walk correctly is important. There are also a variety of exercises for strengthening different muscles of the body. You can probably find illustrated pamphlets giving directions for these through a public library or by writing to your city department of health. Such exercises are not much use unless they are performed with zest and enjoyment. Music helps. Or you yourself may enter into them also and find them genuinely interesting. There are also various systems of bodily exercises which some people find quite fascinating. Since working with others who are also trying to improve themselves is a stimulus, a class of this kind is often very helpful.

If a child cannot be prevailed upon to take a conscious interest in improving his bodily beauty and efficiency, many of the games and sports which are entered into spontaneously are of use. Not only gymnastics with formal apparatus, but walking, horseback riding, rowing, swimming, golf, and so on, contribute to bodily upbuilding. The difficulty, however, with schools and camps which emphasize these things, is that they are likely to set such a high premium on the athletic skills that children who have natural difficulties with them feel discouraged and inferior, and will therefore lack the necessary zest.

It is also important to remember that posture may be an expression of a whole state of mind. The child who is shy or self-conscious, who feels inferior, anxious, unsure of his position among his peers, discouraged or maladjusted in general, is likely to express these things in his posture. In such cases only the successful resolution of these emotional difficulties can be effective. Possibly one of the reasons why the posture of adolescents is so often faulty is because they are passing through a period of life which entails a certain amount of emotional stress. As they gain in mental self-confidence and poise, postural improvement is more than likely to follow.

A Longer Study

How can a mother get a child to eat heartily and without too much fussing and dawdling? * Should a child be made to eat everything that is set before it? There are no questions which arise more frequently than these; none which, while they remain unsolved, occasion more distress in a whole household.

Mrs. M felt that her problem with six-and-a-half-year-old Nancy was a particularly hard one because the child tended to be somewhat underweight and the doctor had recommended a policy of "feeding her up." Otherwise she was in fairly good physical condition, despite constipation and occasional vomiting attacks. An outgoing and sociable child toward strangers, at home she was cantankerous in the matter of daily routines. Not only mealtime, but dressing, bathing, and going to bed were frequently the scenes of disturbances and tantrums. She was the third child of parents who adored her and whose care of her included the latest and most scientific prescriptions for child rearing. Mrs. M was a woman of superior intelligence and forceful personality. From her own mother she seems to have inherited a capacity for rebelliousness and action, and from her father, mental endowments which gave these traits an intellectual direction.

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* *Note:* While there are some questions which may be met in a single discussion, there are always others which call for deeper consideration. In such situations interviews between parent and consultant should at their best be an educative and therapeutic procedure, by means of which the parent develops new insight into her own and her children's problems. Although it is impossible in limited space to describe such a consultation study fully or in detail, the brief summary which follows will serve to suggest typical situations and significant principles. This, and the summaries included in the following sections (pages 242 and 248) are based on the work of the Association's Consultation Service. They have been edited to obviate all personal references or identification.

When she first came to discuss her problem, the situation was as follows: The breakfast presented to Nancy consisted of orange juice, milk, and cereal. Nancy fought violently to resist the cereal, though she was willing to take the orange juice and about half the milk. Attempts to substitute hot chocolate and bread and butter were unavailing. Mrs. M had been forced to abandon the cereal but insisted that Nancy should take a bowlful once a week on Saturday mornings. On Friday night Nancy would begin lamentations at the thought of the coming ordeal. Lunch included soup, meat, potato, two vegetables, and dessert. The soup was eaten heartily; meat with indifferent enthusiasm; vegetables—except for a few—were rejected; the dessert was only nibbled. A glass of milk went down without much fuss. Nancy would eat rice but not potato. Lettuce, beets, and carrots were the only vegetables she tolerated. Supper was easier; Nancy ate an egg slowly, consumed another glass of milk, stewed fruit, and a slice of bread and butter.

At all three meals the mother sat at her side for an hour or longer, urging her on, feeding her from time to time, asking her if she didn't want to grow up to be big and strong, insisting on her "taking a taste of everything." This last practice, she said, had been customary with her own mother, in dealing with her as a child. She remembered her own rebellion, but felt that her mother had been right, as she herself can eat anything today. Further questioning, however, revealed the fact that even now she had little interest in or enjoyment of food or mealtimes. After breakfast the daily ritual of bowel movement, conscientiously supervised by Mrs. M, added to the stress, as Nancy seemed almost deliberately to take her time over this ordeal.

The worst aspect of the whole problem, Mrs. M admitted, was the tension and irritability which it engendered. The storms over breakfast started the whole day wrong. She began to see that the food problem would never be solved unless Nancy's spontaneous feelings about eating underwent a change. Pressure, the tense facial expression of her mother, exhortations and irritations were making of mealtime an ordeal which defeated its fundamental purpose. If Nancy was ever to develop the enjoyment of food which alone could stimulate appetite, it was necessary to eliminate these strains and give what natural inclinations she had an opportunity to develop. Mrs. M began to realize that it was after all not necessary to urge Nancy to eat foods which were distasteful to her, but that with a little ingenuity she might build up a diet based on the child's preferences, until she should voluntarily accept other foods.

At the end of two weeks after this change in attitude began to be reflected in actual practice, the child had lost half a pound; but the general relief to the tension of the whole household and the increased ease with which the daily routines went forward encouraged Mrs. M to go on.

Four weeks later—Nancy has gained a half pound since Mrs. M first came to the psychiatrist, though she seems to have consumed less food than formerly and takes only orange juice at breakfast. No tension at mealtime. Asked for second helping of soup at lunch. Bowels less constipated. Mrs. M has not raised her voice in two weeks.

Two months later—Breakfast improving. Orange juice, banana, and milk. No vomiting. No constipation. No gain in weight. Family dispositions all improved.

Three months later—Nancy has gained two pounds, since the "new regime," but at breakfast she is back to only orange juice. Mrs. M discouraged. Feels "something is wrong," despite the gain in weight. Had insisted that Nancy take "just one lima bean" at lunch and a scene had ensued. Worried about her authority with the child. Several long interviews between psychiatrist and Mrs. M followed at this point. Her own relationship to her parents was considered at this time as part of the therapeutic procedure. Was she fighting back at her own mother through being as dominating toward her child as her mother had been toward her? Had she a deep need to get the upper hand at least by reenacting her own mother's role?

She realized that her own state of mind had got to such a pass that it was a definite factor in intensifying the difficulty and, though she could never explicitly say so, she was suffering from a sense of guilt and defeat in the management of the very problems which she had always felt herself equipped to handle. Relief of maternal anxiety through tracing it to its sources in the mother's own early experiences and relationships, as well as in her own marriage problems, was necessary before this child could be relieved of the pressure which such anxiety engendered. It is impossible in such limited space to trace this process, but the mother's original willingness to assume such responsibility was inestimably helpful. Alone she had been unwilling to relax her vigil and to allow "that thin little thing to go to

school without anything in her but orange juice." With a fresh understanding of her intense anxiety and with the psychiatrist to lean on temporarily, she was able, however, to make a beginning in altering her own state of mind and practice.

Three months later—Mr. M came voluntarily to report that in the ten months since her first visit Nancy has gained six pounds. Still eats small breakfasts but "it doesn't matter." She gives her only one vegetable at lunch (sometimes peas which she has now learned to tolerate) while she serves the boys two vegetables and several helpings of each. No constipation. Very little friction over routines. Nancy happy at school. Pediatrician delighted with her condition, and much interested in the exact details of the psychiatrist's point of view and procedures.

Mrs. M says smilingly that she has "learned a lot" during the last year—"not just about child rearing—about myself. I haven't changed overnight, but at least I have some idea of how my own character tendencies may produce difficulties for my children. I do believe I've made a beginning at something really constructive." She goes on to say that she can now see that the struggle had really been for dominance and was not about food at all. Nancy did very well when the pressure was relaxed and she was allowed to enjoy eating instead of being forced to consume calories. Although she still does not seem to "eat enough to maintain a canary bird," there is her weight as proof that she is up to par physically. Meanwhile, Mrs. M is helping her husband with some articles he is writing and seems to have less time for the minutiæ of Nancy's existence. She is full, however, of stories of the child's school interests and social life. The mother's focus of interest is surely sounder than it had ever been.

A year later—Nancy has gained ten pounds. "Bones are at last well covered." Still has marked preferences for certain foods and eats these with great relish. Willing, with very little dawdling, to try tastes of less preferred foods. The most noteworthy change, however, is Mrs. M's genuine pleasure in this child. Spontaneous enjoyment has actually replaced anxiety.

For further reading on this topic see the books referred to by the following numbers in the list on page 249: 1-11, 14-16, 18-20, 23, 25, 27, 29-32.

Discipline and Authority

QUESTIONS regarding discipline and its close associates—obedience, freedom, punishments and rewards—are the most frequently recurring questions asked by parents and by teachers. Parental control may take many forms; but its importance, while the child is maturing, is hardly questioned. Without it living is not tolerable, for either parent or child. Parents everywhere are coming to realize that freedom is only attainable through discipline, and that day by day living with children determines in large measure the quality of discipline which they achieve.

Obviously, discipline has different meanings at different ages of childhood, and the color of parental authority changes as the child develops. The young child needs the guidance of his elders, as well as their love and the example they set. To him the mother is the interpreter of law and of right. She must accept the responsibility for discipline without exercising too personal an authority. A feeling of security comes from knowing not only that "someone cares," but also that that someone is prepared to interfere, if necessary, and to save us from ourselves as well as from the outside world. Young children's desires often run counter to the precepts and the judgment of their elders. The resistance, which we recognize as disobedience or naughtiness, is not so much a revolt against authority as such, as it is an effort to carry out one's own plans without interruption or interference. If obedience is to be more than the submission of the weak to the domination of the strong, the control must be firm, kindly, reasonable, and consistent. Authority, so understood and so exercised, gives the child that sense of security which is essential to his emotional development and which he can get in no other way.

Obviously, the orderly accomplishment of the young child's daily routine necessitates his willing cooperation. The emotional attitude of the parent is of greatest importance. A calm, unhurried defi-

niteness is essential. To expect to be obeyed is half the victory. Hesitation, which is so often confused with reasonableness, and discussion, which is thinly disguised arguing, invite the child to negativism. If the necessary directions are few, clearly given, and fully understood the parents' authority is not likely to be seriously questioned.

The test of the parents' success in the exercise of authority is their ability to strike a fine balance as between active but reasonable control and willingness to allow the child to experiment and to act on his own initiative in proportion to his intelligence and maturity. Any significant and normal relationship between a child and an adult presupposes adult direction and control. Unless the child regards the parent or parent substitute with confidence, as one to be trusted and whose plans are therefore acceptable, he will be confused and disorganized rather than strengthened.

If the child is guided at each point to use his own judgment to the extent of his power, he will gradually grow in power and in judgment. He will need to depend less and less on discipline imposed on him by an outside authority. But to expect him to attain the power of confident and effective self-direction without guidance is to go counter both to human experience and to the findings of psychological science.

We regard discipline then as an educative process by which the child progresses from the complete domination by others in infancy to self-determination on whatever level of maturity he has reached. This is a goal, much loftier and at the same time far more difficult to achieve, than that which glorifies obedience and submission to the control of another, even though that other may be powerful and wise.

It stands to reason that if we subscribe to this concept of discipline, punishment, rewards, and even extravagantly expressed praise and blame occupy very unimportant places in our relationship with our children. We must recognize the fact that such devices are likely to do violence to the child's personality and to injure his self-respect. Such processes of conditioning are mechanical and presuppose that the child is an organism attuned to mechanized reactions. But actually adult and child stand in a personal relation to one another, which goes far deeper than matters of external obedience, and which is jeopardized by giving or withholding favors, or by inflicting pain.

It is popularly believed that if pain, discomfort, or disapproval follow almost automatically upon misbehavior, the child will soon realize that wrongdoing brings unpleasant results and he will therefore learn not to repeat the offense. It is practically impossible, however, to separate the pain or the punishment from the person who inflicts it. The child may therefore be resentful of the adult rather than mindful of the pain. There is thus a danger that the result will be an unhappy relationship between the child and the adult even though it is accompanied by better conduct. The adult must at all times differentiate definitely between his disapproval of the undesired action or attitude on the part of the child and resentment against the child. By directing disapproval, even to the point of expressed indignation, at the child's misdemeanor and at the same time maintaining a loving and understanding attitude toward the child as a personality the parent proves himself mature and effective.

That parent succeeds best who develops a teaching attitude—an interest in helping children learn how to live, together with a consistent and honest searching for the underlying causes of difficulties. Both the parent's inner attitude and overt procedure must at all times be free from any suspicion of vindictiveness or frustration, and must keep pace with the child's growing understanding and maturing capacity for self-direction.

MARION M. MILLER

Questions and Discussions

A three-year-old screams and kicks when her mother holds her hand at street crossings. How can she be helped to accept this kind of necessary restraint?

There are certain matters in which a child's physical safety is involved and in which she has no choice. These are not allowed to become subjects for debate or compromise, but are simply carried out by the adult with firmness and precision. Nevertheless, the mother must also know when to begin to relax these rules. At some times and at certain less dangerous crossings, for instance, she can begin to let the child cross without actually holding her hand, teaching her how to be watchful. Thus the child feels that the parent is really helping her to become self-reliant and is restraining her only where it is necessary. If the child senses that her mother is reasonable and not unduly nervous or apprehensive, she will be readier to accept help in situations where she cannot be independent.

Is it permissible to use a slap as a deterrent when the child is too young to understand language?

Physical punishment, even with a very young child, is likely to build up an undesirable relationship between the child and the adult. The slap may serve an immediate purpose in preventing some undesirable action, but we must remember that part of the object of punishing the child is to help toward future choices in his conduct. Many young children are excited by slaps and by the mother's dramatic, "No, no!" They look upon it as a game, which they fail to connect with the particular situation, and oftentimes they learn only to slap back. Instead of slapping his hand when he reaches for some forbidden object, we can give him something he *may* play with; when he tears today's newspaper, we can give him yesterday's with a definite gesture which he will understand as "Not *that*, but *this* you may tear." Thus the child soon learns to discriminate between things he may and things he may not use for his own purposes. Very often we can forestall and prevent certain situations and thus get along with progressively fewer punishments.

A child of four constantly changes her decisions. If, for instance, the mother suggests a walk, she consents to go, but when her hat and coat are brought she decides not to go. If her mother then declares that, after all, it is better to stay at home, the child insists upon having her hat and coat on and going out. This occurs daily in regard to many incidents of the ordinary routine.

Much refusal of this sort is related to the mother's technique in making suggestions. On a routine matter of this kind, the child is not the one to make the decision. The mother must adopt a consistent and unemotional attitude with regard to routine matters.

If the child's reaction to other situations is uniformly negativistic, the mother should examine the whole matter carefully. Perhaps someone—parent or nurse, brother or sister—is dominating every situation as the center of attention, so that this child is forced to an attitude of rebellion in order to attract her share of attention. Perhaps she feels inadequate to cope with situations that are presented—a sense of being balked in her own feeble attempts at self-expression. If so, the parent would do well to create opportunities for her to "put herself over." She may be helped to feel that her opinions and preferences are given due consideration. Occasional opportunities to make her own choice on questions which do not concern necessary routine or important decisions, will often help to establish her faith in herself and in her importance in the family.

If she refuses to go, is it necessary either to force her, or to abandon the plan entirely? Let the child exercise a choice when that is possible, but only in those matters in which she can legitimately express a preference. Instead of asking whether she wants to go out, one might ask her, for example, whether she would rather take a doll carriage along or a kiddie-car. Going out as such is not questioned, and the child's attention is immediately directed to a detail on which her opinion and preferences can be respected.

A mother is concerned because her four-year-old boy is "undependable." Though forbidden to eat candy between meals, he cannot be trusted within reach of a candy box. Neither putting him "on his honor" nor punishing his depredations has been effective.

Are we not expecting too much self-control of a four-year-old, when we ask him to resist temptations or even to remember admonitions over a long period? We cannot expect a young child to have more than a rudimentary understanding of such an abstract virtue as "honor." We must learn to safeguard the child against temptations in proportion to his ability to withstand them. In the particular case in question, it would be better to keep candy safely out of sight, than to subject the child to temptation beyond his powers of resistance. At a later age this same child will learn how to defer present satisfactions for an understood reason or an abstract principle. If he shows excessive desire for sweets, it may also be wise to find out whether there are physical reasons; possibly he may need more sugar than his diet provides.

A usually trustworthy boy of eight is beginning to do many things surreptitiously, such as running around the neighborhood when he knows he shouldn't.

We must be sure that the child has a growing freedom commensurate with his legitimate needs and capacities. It is difficult to keep pace with growing children, and many parents treat them too much as babies. Sometimes the child's resentment makes him do forbidden things that he would otherwise not attempt. But we must expect that every

child will *want* more freedom than can safely or wisely be given him. Children will react variously to this situation. One child will become openly rebellious, aggressively demanding greater freedom. But another, feeling equally the urge to do what he wants to do but less able to face thwarting or to take the consequences of his misdeeds, will resort to surreptitious means as the easiest way of getting what he wants. We have to regard these reactions as normal; but also we have to help both children to meet their difficulty in healthier ways. We can help them to understand, and to some extent accept, the reasons for the restraints which they throw aside so lightly. At the same time a child who seeks a way out "under cover" needs our help in acquiring the strength to withstand certain temptations for the sake of his own best development. But this will be a slow growth, and parents must be willing to accept their own responsibility for guidance until the child is really equal to taking on more freedom.

The necessity of wearing rubbers always precipitates a struggle with a nine-year-old boy. His mother wants suggestions on how to avoid these repeated conflicts.

Most children, if they have nothing serious to react against, are reasonable. If the day is really rainy, they can be brought to appreciate the wisdom of wearing rubbers, no matter how hated, though naturally they will resist if they are asked to wear them because it *might* rain. Then, too, children usualy have a feeling for their own limitations. Rubbers *are* hard to keep track of, and since losing them seems so serious to grown-ups, why not save bother by leaving them safely at home? It might be helpful to give this boy some choice in the kind of footwear to be provided for stormy weather. There are waterproof boots of various kinds that will withstand most storms. But if rubbers must be worn—and sometimes they *must*—the mother can at least see to it that they are amply large, so that the putting on and off involves no great effort or time lost from whatever he is to do next. In this and similar situations the reaction of the child may be due to parental over-concern with the child's health. Very often, too, a specific refusal of this nature is really a general protest against too much supervision and interference in what, to the child, are little matters. Most parents realize, in the abstract, that boys *will* be boys; but it sometimes seems harder to remember it in relation to little things than to life's larger concerns.

Brother and sister, aged ten and eight, quarrel constantly. Should the parents interfere or let them "fight it out"?

A certain amount of dissension between children in the family is to be expected. Children of different ages are bound to have different interests. Since they are constrained to the sharing of many things—play space, equipment, and the daily routines, as well as the more subtle sharing of parental attention—some conflict is inevitable. We can, however, minimize these quarrels by understanding their immediate causes, and so eliminating some occasions for them. A special effort can be made to provide each child with play activities and companionship on his or her own age level. Since jealousy often plays a part in children's quarrels, the particular interests and abilities of each child should have an equal share of the parental attention and emphasis. Comparisons between the two should, of course, be avoided; and each should be helped to feel that he has a valid and useful contribution to make to the other child, as well as to the family group. Children's quarrels do demand that the adult interfere—not, however, in the capacity of judge or policeman, but rather as an interpreter of difficulties.

My younger daughter is always cooperative and helpful in the family life, while the elder helps only when required to do so, and then with very bad grace. I reward the younger girl with special treats and privileges, and tell the older sister that she is not sharing in these privileges because of her uncooperative attitude. Am I doing the right thing?

It is important to examine such a situation carefully. If the younger child is genuinely cooperative and helps because she really enjoys being useful and busy, an extraneous reward is likely only to undermine her fine attitude toward helpfulness for its own sake. Sometimes, however, a child is eager to be helpful simply as a means of winning praise—of "putting herself across" on this basis—or of using it as a means toward preferment over her sister. If this is the case, to reward her efforts will put a premium on this meager kind of success, shutting out efforts in other and possibly more fruitful kinds of activity.

The problems of the older child also deserve more serious consideration, since, after all, the reward to the younger sister is being used as pressure upon the older one. What are her difficulties? What is she

fighting in herself or in the environment that finds expression in her unsocial attitude? If jealousy and a feeling of inferiority to the more socially adaptable younger sister are among her difficulties, will she be helped by seeing her sister additionally favored by rewards? It seems likely that this older child needs to be helped to find satisfactions in social cooperation. It is probably this girl, rather than her sister, who needs the stimulation of praise and legitimate reward for effort and success in her family relationships.

A child of ten freely confesses having done forbidden things. Should his honesty in confessing be rewarded by omitting punishment?

We have to consider what it is that we are trying to teach the child. Do we want him to believe that he will always escape the results of undesirable behavior by the mere acknowledgment of it? Shall we teach him that mere verbal honesty is a policy that always "pays?" Or shall we try to teach him that to be truly "honest" he will have to learn to face reality, to take responsibility for his acts?

The question of punishment should have no relation to the confession of guilt, but would have to be determined on the basis of what procedure would be most helpful in teaching him to meet future situations so that there will be fewer occasions for either confession or punishment.

A high school girl of fourteen complains that she is the only one of her group who must leave parties at eleven o'clock, whereas her classmates are allowed to stay until about midnight. She feels humiliated and actually foregoes some parties rather than be made conspicuous by leaving early. Her mother is anxious to mitigate the difficulty, without sacrificing health and standards of good taste.

Most adolescents want intensely to conform to the group in social matters, and for some it is a real hardship to be compelled to be different. Every effort should be made, therefore, to allow them to do as the others do—within certain limitations. Nor may we determine arbitrarily what these "certain limitations" should be. It is sometimes possible to seek the cooperation of other parents in arranging the young people's parties for earlier hours. And it often happens that a school which has a wise program of interesting athletics and physical activities, can help to make reasonable hours actually acceptable to young people themselves as one prerequisite of "keeping fit." But if this is not feasible, anxiety regarding health can be met without forcing the girl to go counter to the accepted custom of her group. Since parties start later than they used to, it is both wise and possible to have the girl rest several hours before party time. She will probably accept this as a reasonable compromise.

All these perplexing questions of time and place are so largely matters of prevailing custom that it is unfair to insist upon a certain time for homecoming just because that used to be considered "the decent hour for a young girl to go home." If we are making an honest effort to understand and cooperate with our children, they will know it and will be the more willing to accept our judgment if certain restrictions seem necessary.

A high school senior wants to march in a labor parade. Her parents, feeling that her labor sympathies are not real, but stimulated by "radical" companions, want to prohibit her marching.

There are two problems here. "Prohibiting" thought of in relation to a seventeen- or eighteen-year-old girl is itself bristling with implications. If she is spirited, as her proposed action indicates, she will either disregard the prohibition or work herself up into a "state." Perhaps her very need for this "protest" march is traceable to a feeling of revolt against her parents. Parents who think in terms of "prohibiting" are likely to evoke such feelings of revolt. If her need for marching in a labor parade is dictated by revolt against parental authority, it were well that her parents review their procedure.

But if she is actuated by a real sympathy with the problems of labor (even though stimulated by the "radical" companions), her parents may deplore her choice of expression but surely not the sympathy per se. Wise procedure, of course, would be to guide that interest and sympathy so that it finds expression, not only through what must of necessity be immature channels, but also through a more serious study of what is involved in the labor problems of our times.

Parents, who have always considered themselves liberal in their ideas, are shocked at their nineteen-year-old daughter's declared intention to enter, if she so chooses, into a "free love" relationship. Yet they question their right to try to influence her judgment about fundamental issues.

The parents are already "interfering"—whether they intend it or not—by being

"shocked." Certainly their attitude in the matter must be known to the daughter and is inevitably influencing her for or against her declared intention, according to her relationship with her parents. Perhaps it is their very attitude of *laissez faire* that she is reacting to and, so to say, punishing them for. Normally young people, for all their brave talk, do want and need the security of adult guidance. Unless there is a powerful need to combat the parents, which utterly clouds their judgment, they are eager for help in clarifying their thinking and feeling in the situations which naturally confront them as growing adolescents in our presentday society. They are willing, then, to recognize that to their parents it is not a question of "right" or "wrong," but of wisdom based on greater maturity and wider experience which can see beyond the immediate situation. Parents cannot free themselves of their responsibility to step in when they see their sons and daughters heading for an experience which to them, rightly or wrongly, seems unpromising or dangerous for their best development. This, of course, need not mean a parental ultimatum, but rather a frank presenting to the girl of what the father and mother honestly believe may be involved in such a step.

What can be done when parents sincerely disagree on questions of discipline in specific situations?

It usually happens that in dealing with a pressing situation, one parent is called upon to make the immediate decision. Where the other does not feel that this decision is wise, this can be talked over later, but not in the child's presence. Then, where a redecision seems necessary, the change may best be explained to the child honestly, based on the objections raised by one parent—and the child's cooperation invited in the matter. On some matters of procedure there may be legitimate difference of opinion which can be met by discussion or compromise. But where, as sometimes happens, the immediate situation involves a fundamental divergence of viewpoint, it might be worth while for both parents to consult with some more objective individual or group, and thus to develop a background of accepted principles of guidance against which to project specific situations. It is of utmost importance that some definite course be determined and consistently adhered to, lest the child be confused and suffer because of conflicting parental purposes.

A Longer Study

Mrs. R came to the psychiatrist for advice concerning three-and-a-half-year-old Dickie.* Her complaints, she said, numbered three: the child did not obey; he would not play with his own toys, but seemed continuously to prefer the objects on his mother's dressing table; he made a fuss or hullaballoo over even the most ordinary routines of his daily life. All of these difficulties had been exaggerated since the arrival of a new and efficient nurse six months before. Dicky was a healthy, active youngster, but seemed to his mother somewhat lawless and untrained. She had therefore dismissed the easy-going elderly nurse, who had been with Dickie since he was six months old, in favor of this new one.

Mrs. R was an exceedingly attractive, well groomed young woman. Further inquiry revealed that she had attended boarding school and college. Her husband's family formed a large, closely knit family group, and she was expected to take her place in its circle, to serve on committees interested in their special charities, and engage in sundry other activities she disliked. She doubted that she had much natural talent for children, "though her technique with animals was perfect." At any rate, something had gone wrong with Dickie's training and she felt that she was undoubtedly to blame. What was it? She was eager to learn. It could not be lack of proper discipline. The new nurse tended to be rather strict with Dickie, especially on their daily trips to the park. There had been a few disputes because she complained that Dickie wished to lie on his back on the grass plots. The little boy also wanted to go to a public playground with swings, which was frowned upon because it was frequented by "undesirable" children, who were dirty and germy.

The effect of the first two talks with Mrs. R was to reveal definite gaps in her first-hand knowledge of the child's daily routine and problems. Quite spontaneously, therefore, she began to take Dickie to the park, in order to find out just where the difficulties arose. There was no reason, she concluded, why Dickie should not, if warmly clothed, lie on his back on the ground. Maybe the playground really was an undesirable place to play, but the park had other resources—merry-go-round, zoo, ponies, and Dickie's own tricycle shared with another child or so. She realized the importance of preserving genuine boy

* See Note, page 235.

activities and not allowing them to be slighted in the interest of cleanliness or the nurse's sense of propriety. She realized also that the new regime was probably quite a jolt to Dickie, compared to the love and attentions of the old nurse. She began to spend much more time with Dickie and to give him her exclusive attention for at least part of every day.

The result was at least superficially quite satisfactory. Dickie became much more amenable and, as frequently occurs, was happier when he had the gratification of his mother's attentions. It was partly because of this easy apparent success that Mrs. R was never whole-heartedly willing to probe deeper into the causes of the real lack of warmth between herself and Dickie. Though her attentions to the child were continued, it seemed to the psychiatrist that they savored somehow of the gift without the giver. Moreover certain facts emerged which offered the beginnings of a clue to understanding the obstacles in this mother-child relationship. Mrs. R had had an unhappy pregnancy. Her mother-in-law, a mentally active, energetic, and youthful woman, was accustomed to dominate the younger members of the family. She had flown into a tantrum when the coming event was announced, giving no reason except that it was "too soon." Mr. R seemed "just frightened" by these scenes; he stayed away from his mother, though he expected his wife to answer her phone calls and make regular visits. "He behaved as though he had had nothing to do with the fact that there was going to be a baby." Feeling abandoned by him, Mrs. R promptly froze over. She refused to mention the coming child until about a month before his birth, when a final scene ensued, because her mother-in-law discovered that she planned to have an obstetrician of whom she had never heard, instead of engaging Dr. D who had delivered the whole R family. Again her husband refused to participate in the quarrel, and Mrs. R, despite the fact that she adhered to her plans, emerged with disgust for the whole thing, and the feeling that she was bearing a child for the R family and not for either herself or her husband. Mrs. R, Senior, subsequently did a complete right-about-face where the child was concerned, and throughout the whole first year of his life acted as though Dickie were her own possession, instead of a grandchild. Mrs. R had fought this issue through single-handed, but she "had won." By the time Dickie was a year old her mother-in-law was routed and she was in command of her own household.

Mrs. R actually managed Dickie with far more intelligence and justice than had the efficient nurse. Routines went forward more easily; obedience as an issue did not seem to arise very often. Mrs. R expressed herself as satisfied. "That little hint you gave me," she said to the psychiatrist (who had not actually given it), "about spending more time alone with Dickie did the trick." The psychiatrist was less sure that the trick had really been done. That the marriage relation of the R's was a dynamic factor in this mother-child relationship, was evident. But since it was clear that she did not wish to pursue the matter at this time, it was not pressed.

It is interesting that a year later Mrs. R returned of her own volition and gave an account which disclosed a happier state of mind throughout the entire family. This, she said, was due largely to the development which had taken place in her relations to her husband. He had, she believed, learned to know his own mother somewhat better than ever before. They had sat together on a hospital board and he had acquired an objective insight into her character which had been lacking heretofore. Also he had developed courage of his own and a certain sense of humor about the R family, seeing them thus against the background of a wider horizon. At any rate, it enabled him to comprehend his wife's problems, to play the part of buffer when necessary, and at least to take her part when she refused to be intimidated. All of this had the effect of allowing Mrs. R's attitude toward her mother-in-law to be less guardedly hostile. She even, so she said, found herself growing fond of her and, after adjusting to her difficulties, discovering unexpectedly lovable characteristics. In resenting her husband's family less, Mrs. R could love her own child more.

The results in this case were far from perfect. Mrs. R's lack of warmth was still apparent. The real causes for it remained obscure and were certainly ineradicable through the merely intellectual grasp of the situation, which was all that Mrs. R would permit herself. But she was level headed and honest, and with the improvement in her relations to her husband, was able to develop at least a genuine appreciation of her little son's personality. She could grasp his problems as they arose and apply herself to them with a growing affection.

For further reading on this topic see the books referred to by the following numbers in the list on page 249: 2, 6, 7, 9-11, 14-16, 18, 24-26.

School and Home

THE road to school is a two-way street; for children take to school with them something besides their school books, and bring home from school something besides their "book-larnin'." And parents are becoming increasingly aware of this interaction between school and home.

School and school-going are accepted today as established facts. There is no longer any question of school or no school; nor is there, for most children, any choice of which school. At six (barring unusual circumstances) the child goes to school, usually to the school nearest where he happens to live. To most parents their child's first school-going is an event of importance; to some it marks a welcome relief from responsibility and constant supervision; to others it comes as a dreaded time of separation and deprivation—a painful reminder that the child is growing up as a person with a life apart from his parents. These parental attitudes go with the child to school, and affect in one way or another the adjustment he makes there to the teacher, to his schoolmates, and to the discipline of school tasks.

Somewhere between these extremes lies the more common parental attitude of regarding school as a separate and distinct and inevitable part of their children's lives, a part in which parents are just interested—and somewhat helpless—spectators who are brought into the picture only as a court of last appeal, when the child's work or behavior is under question. We have all known schools where "sending for mother" meant trouble.

In recent years, however, this traditional attitude has undergone a marked change. Increasingly parents are concerning themselves with their children's day-to-day school lives and adjustments. Partly this change may be attributed to the rising educational level of parents themselves; parents are no longer strangers to the school's educational content and subject matter. Partly, too, it may be due to the wider dissemination of knowledge about mental hygiene and child welfare, which has awakened parents to the emotional factors involved in learning.

Whatever its cause, we see many evidences, individual as well as organized, of parents' determination to understand school procedures and to share with the school responsibility for certain aspects of their children's education. We see, too, a new willingness on the part of the school to take the home into consultation in an effort to unify the child's experience in and out of school.

The nature and extent of this sharing of responsibility between school and home remains, however, somewhat uncertain and the way is not always clear. There is, to begin with, the difficulty of overcoming the aloofness, even suspicion, with which each has traditionally regarded the other. To some extent this is colored by the parents' own childhood experiences with teachers—remote or friendly, loved or feared, suspected or trusted. Parents are indeed conscious of the need for overcoming their own early prejudices in this respect, and so universal is their changing attitude that today even the traditional jokes about teachers as childhood's natural enemies are almost obsolete.

But difficulties also arise from inherent differences in the relationship of the home and the school to the child. Because of the nature of its job, the school often seems to put more emphasis on the child as he presents himself for education—as of a particular date and stage of development. The parent, on the other hand, must always see the child as in the process of continuous growth; and not only in relation to himself but in relation to his brothers and sisters, to his parents and other persons, with all of whom he has many-sided and growing contacts. The teacher is faced with an immediate situation; the parent must take a long-range view.

These difficulties and divergences of viewpoint are reflected in the questions which parents raise at parents' meetings and study groups. In large measure their questions concern themselves not so much with teaching techniques and subject matter (which are truly the teachers' business) as with attitudes and adjustments which affect what the child brings to this subject matter. Then, too, interpretations of the so-called "new" or "progressive" education are so varied that parents are uncertain. Their questions often indicate this uncertainty; eager to accept and apply the new, they yet hesitate to relinquish the old and tried. They are, in effect, asking for reassurance, both as to what seems promising in the new approach and as to what seems worth keeping in the old. And what about nursery school? What about intelligence tests and the IQ? What about college?

A survey of many questions which have been asked with regard to school problems reveals that these fall into two general categories: questions which seek interpretation of school procedures and purposes; and questions looking toward a clarification of the parents' role in relation to school and to the child's school life. Some typical examples from each grouping are discussed below. JOSETTE FRANK

Questions and Discussions

I have registered my three-year-old at a good nursery school, but every morning when I take her there she sobs and screams so that I simply cannot leave her. I wonder whether I should keep on trying, or whether it would be better to wait a year.

It is certainly true that some children of three are not yet able to accept the new and very challenging situation which nursery school presents. Your child may possibly be one of these; one would have to know more about this child and her adjustments at home to her parents and to other children to determine this. Very often, however, the kind of behavior you describe is typical of a child's whole emotional set, and the nursery school is only incidental. If she has lived entirely with adults, or, more especially, with you, she may have become so dependent upon your presence that she feels insecure without you. Or again, if she has had little contact with other children, the presence of a whole group of them may be frightening. The nursery school may be the very thing that will help her in both respects; for she may, after her first uncertainty wears off, find in the engrossing things to do and in the continuous day-by-day contacts with other children (after they have become more familiar) exactly what she needs for security or independence. Then, too, the nursery school approach may reshape your own attitudes toward the child, perhaps make for a more balanced relationship between you, and thus leave the child more free to accept new situations.

Simply waiting until the child is older will not, of itself, resolve the difficulty; it merely postpones the evil day and will perhaps intensify it. On the other hand, it might be wise to proceed by slow stages. Instead of suddenly thrusting the child into the group, you might arrange for her to play with one or two of these same children at home, or take her to the nursery school for short periods until the place and the people become familiar to her.

It goes without saying that if you yourself have looked upon this school-going as a painful separation, the child will sense your clinging to her and make the most of it.

In my little girl's school they make a great point of personal neatness. Each morning there is regular "inspection" of hands and fingernails and shoes. My child is seven and washes and dresses herself without adult help, yet I do not expect her to make a perfect job of it. Several times she has been humiliated by being singled out of the line and reprimanded; and she has come home greatly distressed. Furthermore, there seem to be very limited facilities at the school for her to keep clean once she gets there. No matter how spick and span she may be when she leaves for school, she comes home with dirty hands and clothes. Why must she be clean for school but not for home? I don't approve of the whole proceeding, but what can one mere mother do about it?

It seems to me that this is exactly the kind of thing which might well be handled through a parents' group (the parents' association, if there is one in the school). What one parent cannot do alone, a group of parents may be able to do. Talk the matter over with some of the parents of your child's classmates. If they agree with your point of view, you may be able to bring the teacher to see it your way, too, and so reduce the pressure. You may find, however, that the other parents are more in sympathy with the school's cleanliness drive. In that case, of course, you will have to accept this as you accept many other group pressures; and you can help your little girl to accept it in the same way. Without putting undue stress on the matter, you can simply give her a bit of help each morning to be sure that she *will* pass muster. Sooner or later she will have to learn the lesson of group pressures: "When in Rome——."

If a child goes to a progressive school in the early grades, will it be difficult to change later to a more formal school, should such a change be necessary?

There might, of course, be some difficulties in making such a transition, depending somewhat on the point at which the change is made. In the lower grades there are likely to be wide differences in subject matter covered and skills mastered, espcially in the three R's. If the school to which the

child is transferred knows the circumstances and is willing to cooperate, these differences can be made up in a comparatively short time by means of some individual drill. It has been the general experience of progressive schools that the children in their groups learn these skills at seven or eight years much more rapidly than children do at five or six.

Where the change of schools is made at a later age —say at high school entrance—the transition to a formal school has, in many cases, proved to be less difficult than had been anticipated. It is the aim of the progressive school to help the child learn to think through for himself the problems that are presented. If he has learned to do this in his early school years, he should be able to meet successully the demands of the new situation.

My eight-year-old, who has recently transferred to a new school, has come home several times declaring that he hates this school and doesn't want to go any more. He insists the teacher is unfair, that she "picks on him" for everything and sides with the other boys against him in all disputes. The teacher admits to me that he has been "ragged" by the other boys, but says she is trying to help him meet it. What can I do to make it easier for him?

The way of the "new boy" is hard, particularly if he happens to be a sensitive or timid child. Most children of this age, however, will be able to "take it" with no more than a passing annoyance or distress, and eventually be admitted to the fellowship of the boys' world. The fact that your boy hasn't reached this point may indicate that he has other difficulties, not altogether dependent upon the new situation. One also suspects this from his complaint about the teacher's antagonistic attitude.

Your best course is, first, to invite the teacher to discuss your boy with you very frankly. She may be able to throw some light on personality difficulties which may be making him unpopular. Has he had difficulties of this kind before at the previous school? Has he always been able to "run the show" at home or with his playmates, until here he suddenly finds he cannot so easily be the boss? Or has he been much alone and unaccustomed to playing with other children? Has he any physical difficulties which might make him withdraw from the rough play of eight-year-olds? It would be difficult, without knowing more about the boy, to suggest at what points he needs help. But certainly he does need your sympathetic understanding of the situation.

Certain practical steps suggest themselves: You might encourage him to invite one or two of his classmates to his home, or to join him on some treat you may plan—a trip to the park, the museum, or the movies. In this way he might establish a rapport with one or two boys and thus feel more secure in the group. Perhaps a birthday party or other group invitation may serve to break the ice for him. Why not also invite his teacher to lunch or dinner as a possible way of improving their relationship?

My nine-year-old has lately been dawdling with his dressing and breakfast until he is too late for the school bus. Twice it has been necessary to send him to school by taxi in order to get him there on time. Should I simply let him be late for school and take the consequences?

This situation cannot be solved so simply, for it involves a number of factors. The school naturally objects to tardiness and has a right to insist on punctual attendance for the best good of the whole group. The responsibility for getting the child to school on time rests with the home, and the parent shows a poor example of responsibility if she deliberately permits the child to be late.

It would, perhaps, be more helpful to examine the whole situation with a view to determining causes and making necessary adjustments. Because the difficulty has developed only recently, the dawdling may be a form of rebellion against some factor at school. Or it may be an effective attention-getting mechanism at home. Or again it may indicate nothing more than an individual deliberateness of tempo. Every child must get ready at his own pace, and too great time pressure is likely to arouse a self-protective resistance. This child may need more encouragement and less pressure, more time and greater assistanc from adults in organizing the details of the morning routine.

My oldest son was graduated from elementary school with an outstanding scholastic record. He and his eighth grade teacher were especially good friends. My second son is now in her class but he does not get along well with her. She feels that the younger boy is lazy and consequently she is trying to spur him on to greater effort by holding up his brother's record as a model.

It would be a good plan to give this boy an intelligence test to establish what his intellectual capacity actually is. It is perfectly possible

that he is doing as well as he can; if, after such a test, it seems probable that he is *not* working as well as he might, his "laziness" may be interpreted as a form of protest against the constant identification with his brother—an unconscious determination to be different, to be distinguished in his own right, if only for his failures.

In either case it seems important that you discuss the matter very fully with his teacher and impress upon her the wisdom of avoiding such comparisons, even in her own mind.

My boy never seems to get his homework done unless he is allowed to stay up long past what I consider a proper bedtime. He is in the eighth grade and considered very bright and capable at school. Why need there be this daily conflict between the demands of school work and the demands of his home routine?

Is his homework for the eighth grade really so heavy as to take up all his daylight time and evening hours besides? If so, the matter calls for some adjustment with the school, and you would do well to discuss it with the teacher. Possibly there is one subject with which your boy has difficulty and in which he needs special help from the teacher. Or perhaps he needs suggestions on the technique of studying alone. Again, some children have less time-sense than we expect of them, and need the help of an adult in planning their out-of-school hours wisely.

But it is also possible that this boy is "stalling"—more or less deliberately—using his homework as an excuse for postponing bedtime, or the need to tear himself away from the contact with adults. Homework involves a type of self-discipline which does not come easily to most children. Often they need more incentive than the pleasure of the completed task. Could you, perhaps, rearrange his work and play schedule so that some favorite activity will follow the homework, as an incentive to get it out of the way earlier—a special radio program, a favorite game, or perhaps an hour with his stamps or some other hobby? Some reasonable hour should be decided upon for homework, and adhered to just as certainly as the daily school-going.

In her first year of high school, my daughter is failing in algebra and the teacher suggests that she be tutored outside of school in order to enter the next term with the others. I feel that the school has no right to expect such outside help but should meet this problem as a part of its educational plan.

However much we may believe that education must consider the individual needs of each child, we have to realize also that school is primarily an organization of groups, and that its teaching methods are largely based upon group needs. If the classes are large, it stands to reason that one teacher cannot take the time to work with each child individually—especially if there is need for really intensive work, if the child's difficulty is a fundamental one, as it may well be. (Certain children have difficulties with mathematics which call for a great deal of patient explanation and drill.) Nor can we shift to the school the whole responsibility for educating our children and dealing with special difficulties.

It would seem wise to arrange for tutoring if this is at all possible; and often it is more possible than it seems. It need not involve great expense. Sometimes a more advanced high school student or a college freshman may be found who is well enough versed in the subject to clarify it for a younger child. Perhaps you or your husband might brush up your high school algebra sufficiently to be helpful. The lessons should be arranged as nearly as possible at a time when they do not interfere with the girl's recreation so that they will not become a burden.

My husband and I find ourselves frequently out of accord with the school's ideals of discipline, but we have always tried to comply with school requirements. However, a recent demand seems to us quite unwise and we do not know just what we should do about it: Our boy, who is now fourteen, was sent home from school with a note saying that he had been rude to his teacher and must apologize before he could come back to her class. The "rudeness" had consisted of correcting a factual error she had made in a history lesson, and insisting that he was right when she did not accept his correction. Why should we insist that the boy humiliate himself by apologizing when the teacher was obviously wrong?

Without violating the boy's sense of justice, you can still help him to understand the teacher's point of view. He can be given some insight into her problems and difficulties in dealing with a large group and conforming also to the school's demands and standards. While you sympathize with his impulsive action, and you know it was done in all

sincerity, you might point out that if he had been more thoughtful he would have saved the correction until later, so as not to embarrass the teacher and disrupt her discipline.

The teacher might be brought to invite the boy to a friendly talk about the matter. But if she fully believes that the discipline of the class depends upon the apology she has demanded, then you can best help the situation by paving the way for the boy to make verbal amends, not for offering the correction, but for the spirit in which he had insisted upon it beyond the point of courtesy.

A Longer Study

When Mrs. B came for advice about the misbehavior of her ten-year-old boy, she felt completely overwhelmed.* That he should, not once, but twice to her knowledge have perpetrated deliberate hoaxes at school baffled her understanding.

Only by accident were these discovered. In September, just after the opening of school, she had met his teacher by accident in a department store.

"I was so interested," said Miss X, "that Dr. B (naming Billy's father) kept him away from school during the first two weeks, on account of the paralysis epidemic. I had the feeling myself that the school should have been closed."

Mrs. B stared. "But I thought the school was closed!" she said. "Billy told me——"

She had let this incident pass. Perhaps there had been a misunderstanding. But the second one challenged her to action.

The children had been asked if they would each contribute a trifle to a hospital fund. The other children, Billy said, were asked to bring pennies up to ten cents, but Miss X had asked Billy, since his parents were better off than most of the neighborhood families, if he would bring a dollar. Mrs. B had been glad to do so, and had later mentioned to Miss X that she had appreciated the suggestion. This time it was Miss X who was thunderstruck. All the children had been asked for ten cents, so as to cause nobody embarrassment. She had never asked Billy for a dollar, but had been pleased when he had contributed so much, saying "his mother wanted to make up for what some of the others couldn't bring."

How to bring home to Billy a sense of his misdeeds? How to cultivate in him a greater regard for truth and honor? Should he be punished? If so, how? Should Mrs. B tell Billy's father? She dreaded to.

The mother went on to tell the psychiatrist that Miss X was interested, and with her approval, the teacher was drawn into the consultations. As to his life at school, his work and conduct were passable for his grade, the fifth. He was inclined to be something of a show-off, a little immature for his years. Miss X did not believe he should skip a grade as his mother seemed to wish. Psychological tests showed him to have good average intellectual capacity. Although not a leader, he was liked by the children, although he responded to teasing by a strained look and had less "come-back" than most boys. He lacked a sense of humor. Miss X had never seen his father, though Billy talked much of him. Since his father was a physician, Billy set himself up as something of an authority on matters of hygiene and the body. His recent misdemeanors seemed to her particularly inexplicable in view of the fact that he came from an outstandingly good home.

The facts of Billy's home, as the mother gradually revealed them, were as follows: His father was an outstanding member of the medical profession. He had two older sons by a former marriage. The eldest was already a medical interne, with a promising future; the second, in college, was making an excellent record in another field. Their mother had been a woman of attainments and the family standards were high. The second Mrs. B felt that her husband tended to ignore Billy and to concern himself disproportionately with his elder sons. There was a great deal of talk among relatives and friends about the abilities of these "promising young men," and a great fuss was always made over them when they came home to visit. Dr. B's attitude toward Billy was kindly but aloof. He hardly seemed to think of the boy as more than a baby. Billy seemed to belong to his mother rather than to his father. She admitted that she was ambitious for him—wanted to see him take his place in life on an equal footing with his half-brothers. She helped him with his school lessons, worked for his standing with relatives, and tried to arouse in him a desire to excel in his lessons, and an admiration for the cultural attainments of his father's family.

Mrs. B herself was a simple, modest woman, whose life centered in this child, though she tried honestly and successfully to make a comfortable

* See Note, page 235.

background against which her husband could pursue his career. She told of how she had tried to "keep up" with his outside interests during the first years of her marriage and of the not inconsiderable strain and anguish which had resulted. Finally she had given up the effort with frank relief, but she still hoped to see Billy really established as "his father's son." Even while she talked, she began to see that she might be imposing standards upon this child which for him were unattainable, and that his whole life was perhaps being lived under a sense of strain and fear of defeat.

"I know how that feels," she said once. "Much better try your hand at what you can really do well. That's why I gave up books for housekeeping."

She began to see that Billy might be tempted to try to cut a dash at school in order to make up for being a nobody at home. She had unconsciously tried to compensate for her lacks through her son; but her own experiences finally helped her to see how he would do everything possible to shine by the reflected light of his father's medical standing and wealth. Changing her attitude came slowly, but it came.

Soon Dr. B himself came for an interview. It was surprising how little he knew about his youngest son. He listened attentively and learned a great deal in an hour and a half. Once aware that there was a problem, he was willing to face the facts about what it seemed fair to expect of Billy in the way of a future career. He realized, he said, the unfairness to this child of the dominating position unconsciously assumed by himself and his older sons. Undoubtedly Billy was entitled to a father, too. He would try to study the child much more deeply and he promised to spend more time with him. Very little was said about the two school episodes. Their connection with the child's yearning for a position of eminence, which he feared was beyond him, was all too plain. There must be much less pressure on him to excel, much more satisfaction expressed by both his parents for what he was.

Later Miss X reported that Billy' school work had improved and he seemed happier. He used fewer medical words of which he did not know the meaning, and talked directly of his father as a real person with whom he went to museums, read, walked, and had constructed a radio set. There had been no further episodes of lying or deceit.

For further reading on this topic see the books referred to by the following numbers in the list on this page: 3, 8, 10, 12, 13, 15, 17, 21, 22, 28.

BOOKS FOR FURTHER READING

For special references to the three topics of this issue, see the books referred to by number at the end of each section.

1. **Behavior of Young Children**
by Ethel B. Waring and Marguerite Wilker. Charles Scribner's Sons.
Volume I
Eating and Sleeping Behavior....121 pp. 1929
Volume II
Dressing, Toilet, Washing.....151 pp. 1930
Designed as a guide in the study of the behavior problems of young children, presented by means of incidents, quotations, and questions.

2. **Child Care and Training**.....275 pp. 3rd ed. 1930
by Marion L. Faegre and John E. Anderson. Univ. of Minn.
A collection of sixteen lessons with questions and bibliography given as a correspondence course by the General Extension Division of the University of Minnesota in cooperation with the Institute for Child Welfare. Comprehensive and generally helpful.

3. **Children in the Nursery School**.....325 pp. 1928
by Harriet M. Johnson. The John Day Co.
A stimulating record of eight years of experiment in the nursery school of the Bureau of Educational Experiments, describing and explaining the procedures, techniques, and methods in relation to the growth needs of young children.

4. **Cultivating the Child's Appetite**.....127 pp. 1927
by Charles A. Aldrich. The Macmillan Co.
A consideration of the psychological, as well as the physiological, factors involved in the child's appetite. Helpful for mothers of young children.

5. **The Development of Learning in Young Children** 336 pp. 1933
by Lovisa C. Wagoner. McGraw-Hill Book Co.
The child up to twelve considered as a dynamic whole with illuminating suggestions as to the treatment of specific behavior problems.

6. **Everyday Problems of the Everyday Child** 350 pp. 1927
by Douglas A. Thom. D. Appleton & Co.
Sound and clearly written advice on various problems related to child training by a recognized psychiatric authority. Fundamentally scientific and yet written in such a manner as to appeal to the average parent.

7. **Home Guidance for Young Children**..405 pp. 1931
by Grace Langdon. The John Day Co.
An excellent handbook for parents in a simple readable style, combining modern psychological and educational principles with concrete suggestions and vivid examples.

8. **If Parents Only Knew** 153 pp. 1929
by Elizabeth Cleveland. W. W. Norton Co.
A message from teachers to parents, telling what the modern school is doing for the child and how the home can help.

9. **The Nervous Child**.....256 pp. 4th ed. 1929
by Hector C. Cameron. Oxford Univ. Press
Valuable for the training of all children because of its splendid understanding of childhood's problems, mental and physiological.

10. **Our Children: A Handbook for Parents** Ed. by Dorothy Canfield Fisher and Sidonie M. Gruenberg. **348 pp. 1932** The Viking Press
Based on questions asked by parents, these thirty discussions by specialists sum up the best current knowledge about the child and his needs. In four sections: The Child's Growth and Development, The Child in the Home, The Child in the School, The Child in the Outside World.

11. **Parents and the Preschool Child**.....**340 pp. 1929** by William E. Blatz and Helen Bott. William Morrow & Co.
Emphasizing a philosophy of training for the normal child. It points out ways and means of avoiding the pitfalls that lie before every child in the course of his social adjustments. The organization of material makes it suitable both for organized groups and for the individual parent and teacher.

12. **Parents Look at Modern Education**..**350 pp. 1935** by Winifred E. Bain. D. Appleton-Century Co.
A stimulating interpretation of education, written for parents and from the parents' own point of view.

13. **School and Home**.....**221 pp. 1925** by Angelo Patri. D. Appleton-Century Co.
An understanding and sympathetic discussion of the problems of home and school and the social needs of parents and children.

14. **Social Development in Young Children**.**480 pp. 1933** by Susan Isaacs. Harcourt-Brace & Co.
A study of the social and sexual development of young children from the psychoanalytic point of view.

15. **Training the Toddler**.....**172 pp. 1925** by Elizabeth Cleveland. J. B. Lippincott & Co.
A strong plea for the nursery school as a supplement to the home, presenting fundamental principles of early training and suggestions for their adoption in the house.

16. **Two to Six**.....**160 pp. 1933** by Rose H. Alschuler. William Morrow & Co.
A concise handbook covering general principles of child training and including suggestions on books, music, play materials, and excursions.

17. **Willingly to School**.....**109 pp. 1934** by Claire T. Zyve. Round Table Press
Unusual photographs and simple but living text give a real picture of what progressive education can do and be.

18. **Your Child Today and Tomorrow**....**255 pp. 1934** by Sidonie M. Gruenberg. Blue Ribbon
A simple and enlightening treatment of the daily problems arising in the life of the parent and the child, including chapters on Punishments and Rewards; Being Afraid; Gangs, Clubs, and Friendships; Ideals and Ambitions; Truth and Falsehood. This new edition has been completely revised and rewritten.

PAMPHLETS

19. **Fingersucking and Accessory Movements in Early Childhood.** By David M. Levy, M.D. Edited by Lawson G. Lowrey. Institute for Child Guidance Studies, Commonwealth Fund.

20. **Habits—What Are They?** Child Study Association.

21. **Home and School Cooperation—Report of the Subcommittee on Cooperation of Home and School.** Mrs. A. H. Reeve, Chairman. The Century Co.

22. **Home and School: Partners in a Common Venture.** By Marion Lyon Faegre. White House Conference.

23. **Sex Education: Facts and Attitudes.** Child Study Association. Concerning Masturbation, pp. 33-38.

MAGAZINE ARTICLES

24. **Discipline—the Pendulum Swings.** Child Study, entire issue, October, 1933.

25. **Everyday Problems.** Child Study, entire issue, November, 1932.

26. **Freedom and Discipline.** Progressive Education, September, 1928. by Adolph Meyer.

27. **An Impediment to Learning to Read—A Neurological Explanation of the Reading Disability.** School and Society, September 8, 1928. by Samuel T. Orton.

28. **Parents and Schools.** Reprint from Progressive Education, December, 1929.

29. **The Relation of Left-Handedness to Behavior Disorders.** American Journal of Orthopsychiatry, January, 1932. by Ira S. Wile.

30. **The Sight Reading Method of Teaching Reading as a Source of Reading Disability.** Journal of Educational Psychology, February, 1929. by Samuel T. Orton.

31. **Training the Left-Handed.** Hygeia, September, 1927. by Samuel T. Orton.

32. **When Left Is Right.** Delineator, April, 1932. by Ira S. Wile.

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News and Notes

Individual Conferences for Parents

The Child Study Association hopes soon to offer a new service to parents through personal conferences with its professional staff, which will afford an opportunity to discuss child study principles in relation to individual problems. The need for such a service is being increasingly recognized by parents as well as parent educators. From its long experience with parents and their questions, the Association feels that such familiar situations as the following, and many others, may be most helpfully taken up in such conferences:

- The child's day-by-day routines, with a view to possible modifications.
- The child's individuality, capacities, and incapacities.
- Rivalries, antagonisms, or other complicating relationships between sisters and brothers.
- The child's social life and friendships.
- Adjustment of the child's play schedule in the home, in the park, and in play groups.
- Adjustment between home and school.
- Sex education and relations between young people of the opposite sex.
- Problems connected with differences in point of view between mother and father.
- Bibliographical lists on topics of special interest; critical discussion of reading in these fields.

Such discussions between parent and consultant will bring out practical suggestions on how to meet everyday situations in the home, and aid in interpreting the family's life. The young mother, the father puzzled by "modern ideas" of child training, the step-parent, parents of adopted children, parents of a child with special gifts or handicaps—these and many others have needs which can best be met in individual conferences. The Association looks forward to putting its experience and its resources more fully at their service. More detailed information may be secured from Headquarters.

Children's Newspapers

Two weekly newspapers for children have recently appeared—the *Boys' and Girls' Newspaper*, published by The Parents' Magazine Press of which George Hecht is president, and *Young America*, published by the Eton Publishing Co. Both are addressed to the school-age child, and include pictures, brief news, and features such as puzzles, book reviews, sports, comic strips, and fiction. The Children's Book Committee of the Association plans to follow both publications over the summer and to gather opinions from a number of boys and girls. The Committee will welcome an expression of opinion about both papers from parents and children. Its reviews will be published in a fall issue.

Association Activities 1935-1936

Announcements of Child Study Association activities for the coming year—including study groups, lectures and conferences, and other activities—will be ready for distribution in September. They will be mailed to all Association members, and to non-members on request to the Executive Secretary.

Child Health Conference

The American Child Health Association will hold its eighth Health Education Conference in Iowa City, June 19 through June 22. At the invitation of the University of Iowa, the Conference will be held in conjunction with the Ninth Annual Iowa Conference on Child Development and Parent Education, which is scheduled for June 17 to 19. The Iowa Conference in Child Development and Parent Education is sponsored by the Iowa State Conference for Child Study and Parent Education, and will be open to the public. The program is being arranged by Dr. George D. Stoddard, Director of the Iowa Child Development Research Station. The speakers will include Dr. Frederick H. Allen, Dr. John E. Anderson, Dr. Milford E. Barnes, Dr. J. D. Boyd, Dr. C. L. Drain, Dr. J. H. Kinnaman, Dr. Wm. Malamud, Dr. E. D. Plass, Dr. V. T. Thayer, Dr. Miriam VanWaters, and Dr. C. E. A. Winslow. On June 19, when both conferences are in session, their joint program will also be open to the public. The Health Education Conference will be primarily a working conference with attendance limited to about 200 active workers in related fields. Requests for invitations should be made to Anne Whitney, Director of Educational Service, American Child Health Association, 50 West 50th Street, New York.

Mental Hygiene in Parent Education

A Seminar on the Application of Mental Hygiene to Problems in Parent Education will be held at Smith College, August 5-17, under the leadership of Frederick H. Allen, M.D., Director of the Philadelphia Child Guidance Clinic, and Muriel W. Brown of the National Council of Parent Education. Registration is limited to twenty-five students with previous training and experience in some aspect of parent education work. This Seminar has been planned to explore the function of mental hygiene as related to the education of adults in human relationships, especially parent-child relationships. Further information may be secured from Smith College School for Social Work, College Hall 8, Northampton, Massachusetts.

Three International Conferences

The Fifth Catholic International Conference of Social Work will be held under the auspices of the Catholic International Union for Social Service in Brussels, July 28-31, with His Eminence Cardinal Van Roey, Archbishop of Malines, Primate of Belgium, as Honorary President. For details, consult Mlle. A. M. De Vuyst, 111 rue de la Poste, Brussels.

The Fifth International Congress on Family Education will be held under the patronage of the Belgian Government in Brussels from July 31 to August 4. The special topic of this conference will be character training in relation both to the parents' approach and to education through the schools and through social work. There will also be an exhibition on family education, at which each nation represented in the congress will display educational toys, books for children, and books and pamphlets for the use of parents. For details, write to Bureau Exécutif, 22 avenue de l'Yser, Brussels.

The World Federation of Education Associations will hold an international conference at Oxford, England, August 10 to 17. The meeting will be held in cooperation with the International Federation of Teachers' Associations and the Bureau International de l'Enseignement Secondaire, and is a step toward a more complete coordination of these three great international societies. For details, consult the World Federation of Education Associations, 1201 16th St., Washington, D.C.

Next issue—CHILD STUDY—September, 1935

In the Magazines

The Challenge of Childhood. By Ira S. Wile, Carleton Washburne, James S. Plant. Mental Hygiene, January, 1935.

In the first of these three articles, Dr. Wile challenges the educator and the psychiatrist concerning the needs of childhood.

Carleton Washburne, Superintendent of Schools, Winnetka, Illinois, replies for the educator. The answer of the schools is their effort to make adequate provision for wholesome living. In so doing the school must provide for the diagnosis and treatment of children whose lives are not satisfying to themselves and their fellows.

Dr. James S. Plant, Director of the Essex County Juvenile Clinic, in answering for the psychiatrist, states that the challenge is still to be fully met, but that interest and endeavor are being concentrated upon it. His plea is for effective use of the data already at hand toward preventing maladjustment and fostering happiness.

How to Deal with the Angry Child. By Catherine Williams Brackett. The National Parent-Teacher Magazine, March, 1935.

Persistent anger in a child may result in stubbornness and obstinacy, but a fighting spirit is sometimes necessary. Helping the child attain emotional control is essential for a dependable, well adjusted life.

What Camp Offers Your Child. By Harriet F. Gulick. The Parents' Magazine, April, 1935.

The camping ideal is defined as a "continuing process whereby the individual is led by interest from one experience to another in such a way that he acquires the knowledge, skill, habits, and appreciations which will mean the greatest enrichments."

Planning the School Child's Summer. By Garry Cleveland Myers. The National Parent-Teacher Magazine, April, 1935.

It takes careful planning to make sure that the child's summer will be rich in happiness, character training, and physical and mental health. A well directed camp is perhaps the best answer for the school child, but simple overnight outings and picnics have real value. A complete rest for the mother away from her children is also desirable.

Books on Children's Vacation Interests

WITH a view to helping children make the most of summer opportunities, the Children's Book Committee has selected from the spring publications a few volumes valuable for their interest and information in many fields.

Holiday Shore, by Edith M. Patch and Carroll Lane Fenton, is an excellent sequel to *Holiday Pond, Holiday Meadow,* and *Holiday Hill.* The drawings and photographs beautifully illustrate Miss Patch's informal and completely satisfactory descriptions of all the usual forms of life found on the seashore. Enthralling to any curious six- to ten-year-old.

Beginning to Garden, by Helen Page Wodell, is an excellent hand-book for everyday gardening, with clear instructions on how to plant and what to plant in your particular garden or box. Nine and up.

American Bird Biographies, by Arthur A. Allen, presents brief accounts of twenty familiar birds, appealingly told in the first person. It is illustrated with numerous photographs and a few color plates. It is not intended primarily for identification but as a supplement to a field book. For ten and up.

Our Planet the Earth—Then and Now, by Lillian Rifkin, will give the elementary school child a simplified picture of the development of our earth from prehistoric times to the present day. The text is easy to comprehend and the illustrations by Kurt Wiese are most suggestive. Eight to ten.

Before the Dawn of History, by Charles R. Knight, is an ideal introduction to paleontology. The author, an expert from the American Museum of Natural History, describes dramatically the Fossil Age, and its meaning to man. Fifty or more photographs of Museum reconstructions of prehistoric animals in their native settings, are presented, each with an ample explanatory text. Although written in adult language, the book will fascinate any child from eight up.

The New York Walk Book, by Raymond H. Torrey, Frank Place, Jr., and Robert L. Dickinson, first published in 1923, has been completely revised to date. Its stimulating and accurate information embraces a radius of over one hundred miles around New York City and is supplemented with excellent maps and sketches. For walkers of any age.

The World's Messengers, by Hanson Hart Webster, is the story of man's communication, from its earliest beginnings through pictures and signs, to its present complex channels through radio, telephone, wireless, and so on. A splendid and clear reference book for nine- to twelve-year-olds.

The Airplane Book, by William Clayton Pryor, is a pleasant picture-story about Bill, Martha, and their pilot uncle. Photographs. Six and up.

Ships and How They Sail the Seven Seas, by Hendrik Willem Van Loon, tells, in the author's characteristic, breezy style, about ships from the most primitive to those of tomorrow. The drawings by the author are crude, but graphic. Nine and up.

Thorndike Century Junior Dictionary, by E. L. Thorndike, addressed especially to children, is a welcome substitution for the usual adult dictionary "shrunk down" to the child's level. It has good print, simple up-to-date illustrations, and definitions in clear, easy language. For elementary grades.

The Committee has been interested in the pamphlets published at twenty-five cents each by the Leisure League of America, at 30 Rockefeller Plaza, New York City, and has selected the following titles from their list. Although they are addressed to adults, these pamphlets may prove a valuable basis for family interests and projects:

Care and Feeding of Hobby Horses (No. 1,), by Earnest Elmo Calkins. People and hobbies temptingly described. Rich with suggestions and amplified by an excellent bibliography.

Tropical Fish (No. 6), by Lucile Quarry Mann. Practical and detailed information on aquaria.

Photography for Fun (No. 7), by William M. Strong. Clear, informative, encouraging.

Quilting (No. 8), by Elizabeth King. Delightful and practical. The historical introduction will give the amateur quilter the sense of carrying on an ancient and honorable activity.

Music for Everybody (No. 9), by Sigmund Spaeth. Enjoyment and understanding of music told simply with a good bibliography for further study, by an expert in popular presentation.

A Garden in the House (No. 10), by Helen Van Pelt Wilson. A delightful, helpful, and stimulating guide for indoor gardening.

The Life of the Party (No. 11), by Fred Menaker and Franklin Folsom. A collection of pleasant parlor games full of suggestions for young hosts.

Hiker's Guide (No. 15), by Ben Solomon. A detailed hand-book for the average walker.

"By far the most significant contribution to the literature of elementary education produced in 1934," says **DR. J. C. MORRISON,** Assistant Commissioner for Elementary Education, New York State, of

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